



IOM International Organization for Migration

# Final Report

## High School Preventive Education on Trafficking in Human Beings

Zagreb, February 2005

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# FINAL REPORT TO THE U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

## HIGH SCHOOL PREVENTIVE EDUCATION ON TRAFFICKING IN HUMAN BEINGS

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<b>Executing Agency:</b>	International Organization for Migration (IOM)
<b>Project Category:</b>	Capacity building
<b>Partner Agencies: (and National Counterparts)</b>	Ministry of Science, Education and Sport, National NGOs
<b>Geographical Coverage:</b>	The Republic of Croatia
<b>Project Management Site:</b>	IOM Zagreb, Croatia
<b>Target Group:</b>	Students and professors of high schools, Croatian state authorities, potential victims of trafficking
<b>Project Period:</b>	29 <sup>th</sup> August 2003 – 31 <sup>st</sup> July 2004
<b>No cost extension:</b>	30 <sup>th</sup> November 2004
<b>Reporting Period:</b>	29 <sup>th</sup> August 2003 – 30 <sup>th</sup> November 2004
<b>Total Budget:</b>	119,490 USD

# High School Preventive Education on Trafficking in Human Beings

Final Report on Activities and Results  
29<sup>th</sup> August 2003 – 30<sup>th</sup> November 2004

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## Summary

The International Organization for Migration (IOM) with the financial support of USAID and in close co-operation with the Ministry of Science, Education and Sport as the main partner, as well as with other state institutions and relevant national non-governmental organizations, has conducted the project «High School Preventive Education of Trafficking on Human Beings».

The project was nation wide, embracing over 350 high schools in every county and major city in Croatia. The project had a direct contact with high school students, high school professors and principles, coordinators of preventive education programmes in state offices of education on county levels, parents.

During the implementation, the project addressed the institutional capacity building of educational personnel (305 participants in total), including 90 high school principles and 21 preventive programme coordinators at county levels.

The information gathered through a questionnaire and focus group discussions throughout Croatia, were used for production of the materials. The following activities were organized: meetings, trainings, focus groups debates and discussions, survey on young people's attitude towards leaving the country or a home town to look for a job, education or other as well as towards trafficking in human beings, production and distribution of awareness raising preventive materials and educational module on counter trafficking.

Ministry of Science, Education and Sport has included education on counter trafficking in the school year 2004/2005 and gave the topic the priority within the specialized education of preventive programmes. Through project activities a good co-operation was established with Institute for Social Research (IDIS) which prepares new school programmes for high school students and educational module on counter trafficking will be included in school curriculum.

As stated in the Ministry of Science, Education and Sports' trafficking in human beings education and prevention programme, "education of educators, children and young people in educational institutions about topics related to human trafficking must be systematic and well planned because results can be achieved only through continuous work on that problem area" (Ivankovic, 2004). In connection with this, we would like to emphasize that educational institutions really have to become recognizable sources of education, i.e. prevention of trafficking in children and young people. (Conclusion and Recommendations – Appendix V)

## 2. Project Description

As stated in the Brussels Declaration on Prevention and Fight against Human Trafficking (EU & IOM, 2002) that additional efforts need to be invested in the development of human trafficking education and prevention programmes for the high school population, the IOM Mission in Croatia and Ministry of Science, Education and Sport has implemented a project on high school preventive education on trafficking in human beings with financial support of USAID.

The specific project on education and prevention through two essential components: a) training and b) awareness rising, was implemented over a year period in collaboration with project partners: Ministry of Science, Education and Sport, Institute for Public Research, network of NGOs, high school students and educators.

The project offered a number of seminars and trainings which were implemented in three phases: 1) education of educators; 2) local one-day training sessions in different regions in Croatia and 3) professors incorporated educational module on counter trafficking into the Croatian high school curriculum. Besides schoolbook the module also includes additional educational materials: large hanging poster and cartoon.

In order to identify the most effective and highest impact educational materials for the sensitisation/awareness rising of the high school population, preliminary research was carried out through 14 focus groups as well as through informal discussions. *Focus groups* were the good testing environments for training messages, the efficiency of specific informational materials in terms of how easily they are understood and to what extent they gain and retain the interest of their target audience. Promotional materials: preventive brochure, badge, wrist band, tattoo as well as posters and other informative materials were developed in co-operation with students and were used as a debate initiator and visual support during the 45-minute educational module.

A survey was carried out on young people's attitudes towards TiP and leaving the country or a hometown to look for a job, education or other. An extensive questionnaire was prepared and high school students from all regions of Croatia participated in the survey.

During the project implementation there was no need for revision of project objectives and activities but due to the parliamentary elections and change of policy, which ended up in reconstruction of Government and merging of two ministries (Ministry of Education and Ministry of Science) there was a need for no cost extension for four months in order to finalize all planned activities.

### a. Overall Objective

The main goal of the project was to increase understanding and raise awareness about the dangers of trafficking in human beings, and to prevent trafficking in young people from Croatia as well as to contribute to the efforts of the Ministry of Science, Education and Sport to include the educational preventive trafficking module in the national high school curriculum.

## **b. Project Purposes**

For reaching the goal the project set out the following purposes: to provide high school professors with training on the issue, to provide professors, headmasters and coordinators on preventive programmes on county levels with accurate information on trafficking in human beings, its presence in Croatia and the threat it poses to young people, to develop an educational module on counter trafficking and to incorporate it into the Croatian high school curriculum.

## **3. Results**

In the preparation phase of the project upon commitment of Ministry of Science, Education and Sport the project co-ordination structure was established.

At the meeting of a project core group members that consist of educators and professors, representatives of Ministry, NGOs, Profil and IOM, a plan of action with relevant time frames for the implementation of a specialised educational project in Croatia was developed.

Seminar for educators (ToT) was implemented for 23 professors/co-coordinators of preventive programs in high schools and 6 representatives of NGOs in April 2004. Evaluation of the seminar is in **Appendix I**.

Local 1-day seminars for teachers were organized in different regions in Croatia (Zagreb, Karlovac, Dubrovnik, Vukovar, Trakoscan) for high school professors, students, principles as well as university professors of Academy for Theatre, Film and TV who participated at the seminar in Trakoscan. A total number of 272 participants were trained during these seminars.

A survey was carried out on young people's attitudes towards TiP and leaving the country or a hometown to look for a job, education or other. An extensive questionnaire consisting of 35 questions have been prepared and a total of 950 high school students from 25 places of all regions of Croatia participated in the survey. (**Appendix II**)

Targeted informative debates with high school students were conducted through the 14 focus groups. Focus groups consisted of up to 15 students and were organized throughout whole Croatia in 10 high schools, 2 student-s homes and 1 youth club. Total number of high students in focus groups was 275. The realization of focus groups covered both educational and research function, as during the discussion the participants came to know facts about human trafficking up to then unknown to them. (**Appendix III**)

Results of survey and focus groups discussions will be additionally published as research study under the title: "Trafficking in the Eyes of Young People of Croatia".

Upon conducting all trainings and seminars the educational module on counter trafficking for high school education was finalised.

Ministry of Science, Education and Sport has incorporated educational module on counter trafficking into the Croatian high school curriculum. For the school year 2004/2005 the Ministry gave the priority to the counter trafficking topic within the specialized education of preventive programmes.

In order to make lessons on counter trafficking more interesting and vivid within the project additional educational materials were produced. A large hanging poster printed in 1.500 pieces was distributed to all schools. Also 2 cartoons with the world famous song "Beautiful day" of a group U2 was produced by 10 pupils of Cakovec School of Animation.

The project raised self-confidence among high school population through the positive campaign designed under the slogan "Not for sale". Produced and distributed promotional materials: badge, wrist band, tattoo and preventive brochure were designed with the goal to strengthen young people through gaining knowledge, telling them that it would not happen to them because they would know how to act.

The project also increased awareness of trafficking among students, teachers, principles, students' families through:

- *Direct Work with Students:* as four high school students and two university students had their final paper work on counter trafficking.
- *High School Students Initiatives:* a comic "Little Red Riding in a Hell of Traffickers" made by a high school student of a third class from Zagreb was printed in 5.000 copies. Also six dresses for a fashion presentation were designed and produced by a high school student of a school of fashion design in Split.
- *Co-operation with NGOs:* Co-operation with 9 NGOs was established through and the project supported their local public awareness campaigns for young people, production of materials as well as education of high school students.

## 4. Activities

### a. Preparation

The project on high school preventive education started to organize and plan its activities more intensively as of September 2003. In preparation period the existing resources were identified, as well as those required for implementation. Upon several meetings and discussions with representatives and high officials of Ministry of Science, Education and Sport the project structure was designed.

On November 18th, one-day meeting of ten members of the project's core group was organized. The core group consisted of educators and professors, representatives of Ministry as well as of NGOs that already implemented counter trafficking projects on education of pupils. The project idea was explained and the implementation of the project discussed. All participants expressed great interest in contributing to the project. Plan of action with relevant time frames and indicators for the planned activities were developed and approved. After the meeting the draft counter trafficking module has been prepared.

## ***b. Capacity Building through meetings, trainings and seminars***

### **b.1. Meetings**

Sep – 2003	Ministry of Science, Education and Sport
Oct – 2003	Ministry of Science, Education and Sport
18-Nov-03	Meeting of project core group members
10-Jan-04	Ministry of Science, Education and Sport
13-Jan-04	Government Office for Human Rights
16-Jan-04	Ministry of Science, Education and Sport
16-Jan-04	NGO Meeting
19-Jan-04	Movie Association of Croatia
21-Jan-04	School of Animation
22-Jan-04	Institute for Social Research
28-Jan-04	Movie Association of Croatia
02-Feb-04	School of Animation
09-Feb-04	Focus group meeting
11-Feb-04	Ministry of Science, Education and Sport
12-Feb-04	Meeting with representatives of Profil
16-Feb-04	Ministry of Science, Education and Sport
18-Feb-04	Meeting with designers
20-Feb-04	School of Animation
23-Feb-04	Meeting with official agent of U2
03-Mar-04	School of Animation
11-Mar-04	Ministry of Science, Education and Sport
12-Mar-04	Meeting with NGOs
17-Mar-04	School of Animation
18-Mar-04	Meeting with representatives of Profil
22-Mar-04	Meeting with designers
30-Mar-04	Meeting with NGOs
02-Apr-04	Focus group meeting
20-Apr-04	Government Office for Human Rights
03-May-04	Meeting with high school students
06-May-04	Government Office for Gender Equality
11-May-04	Movie Association of Croatia
18-May-04	School of Animation
21-May-04	Meeting with representatives of Profil
08-Jun-04	Meeting with representatives of Profil
17-Jun-04	Ministry of Science, Education and Sport
02-Jul-04	Ministry of Science, Education and Sport
26-Aug-04	Ministry of Science, Education and Sport
01-Sep-04	Ministry of Science, Education and Sport
22-Sep-04	Movie Association of Croatia
29-Sep-04	Profil
05-Oct-04	Ministry of Science, Education and Sport
18-Oct-04	Ministry of Science, Education and Sport
03-Nov-04	Government Office for Human Rights
10-Nov-04	NGO meeting
11-Nov-04	Ministry of Science, Education and Sport
17-Nov-04	Ministry of Science, Education and Sport
29-Nov-04	Ministry of Science, Education and Sport



## **b.2. Training Activities**

The first meeting of project core group organized in November 2003 was also a pre-training for the participants. Upon introduction and presentations of National Plan of Action on Counter Trafficking, the Phenomenon of Trafficking in Human Beings, the Role of Prevention and School Education the project idea was explained and the implementation of the project discussed. We found that the participants were interested in contributing to the project. After that meeting the draft module has been prepared.

A training of trainers for 23 professors/coordinators of preventive programmes in high schools from all over Croatia was organized in April 2004 in Zagreb. During the training the active role was also given to 6 NGOs. Some of them already made exceptional efforts in educating the youth in their local communities and those, experienced, presented their models and findings of their previous work which was found interesting and valuable for the discussion. Besides theoretical presentations on trafficking in persons as phenomenon the following specific topics were discussed: Trafficking in persons and School Programmes, Possible Approach in Prevention of TiP in Direct Work with High School Students, How the Programme Can Be Realised in Schools?, How School Can Influence Students to Make the Right Decisions?, Identification of Subjects within High School Programmes for Implementation of CT Education.

One-day seminars for teachers were organized in different regions in Croatia. A total of 272 participants were trained during these seminars as follows:

- 31-Aug-04 in Trakoscan within the Annual School of Media Culture for 112 participants
- 01-Oct-04 in Zagreb for 58 participants
- 11-Oct-04 in Karlovac for 24 participants
- 14-Oct-04 in Vukovar for 46 participants
- 15-Oct-04 in Dubrovnik for 42 participants.

Besides high school professors the seminars were attended by students, principles as well as university professors of Academy for Theatre, Film and TV at the seminar in Trakoscan.

## **c. Sensitisation and Awareness Raising**

Within this activity we have developed and implemented research, have organized discussions and workshops in focus groups, conducted targeted informative meetings and debates with high school teachers and students and developed promotional, informative and educational materials. At the ToT organized in April 2004, a cooperation was agreed with schools and representatives of educational-pedagogical institutions which showed the interest to participate in the project as well as with representatives of non-governmental organizations involved in prevention of trafficking from all around Croatia.

### c.1. Focus Groups Discussions, Debates

Within the project 14 focus groups with the participation of students from 10 high schools, two students' homes and one youth club were organized. The goal of the discussions was to discover themes considered crucial in the field of trafficking in human beings and the attitude of high school population towards the problem. The participation was voluntary and anonymous. There were 275 high school students: 144 girls (52,4%) and 131 boys (47,6%). The classification of the participants by the age and place of residence is shown in Tables 2 and 3.

Table 2 Classification of focus groups participants by age

Age	No	%
15 years	30	10,9
16 years	78	28,4
17 years	131	47,6
18 years	36	13,1
Total	275	100,0

The majority of participants were 17 years old (Table 2). A relatively small share of the 18 years old can be explained with the claim that the survey was mostly conducted in May and June when senior students were not any more obliged to attend classes. Junior and second year students were less ready to participate in a survey, therefore in some schools, according to the instructions of focus groups professionals, the majority of participants selected for the survey were third year students. The most common reason for such selection was organizational possibilities to conduct the research.

The share of focus groups participants by particular region ranges from 6,5 percent in Lika, Kordun and Banija, to 23,6 percent in Slavonia (Table 3) In the smallest region only one focus group was conducted (in one school in Karlovac), while in other regions minimum of two focus groups were organized. In the biggest regions, Zagreb and surroundings, and Dalmatia, there were three focus groups (in Zagreb and Split), with students living out of their home towns also included. Pursuant to the interest shown to participate in focus groups, the duration was 45 – 90 minutes, and in some places they were divided in two parts.

Table 3. Classification of focus groups participants by region

Region	No	%
Zagreb and surroundings	46	16,7
North Croatia	40	14,5
Slavonia	65	23,6
Lika, Kordun and Banovina	18	6,5
Istra, North Coast and Gorski kotar	49	17,8
Dalmatia	57	20,7
Total	275	100,0

Head-masters and other school professionals where focus groups were conducted showed readiness to cooperate and enabled the conduct of survey without interruption of the programme. In some schools focus groups participant were all from the same class, while in others, there were participants from different classes in the same focus groups.

In the very beginning, all participants were explained the purpose of discussion and the rationale of focus groups, they were presented with the conditions of discussion (anonymous research) and asked for permission for recording, without quoting names. The participants responded to the following six questions:

1. *How would you define the term trafficking in human beings?*
2. *Describe one example of your experience with the notion of trafficking!*
3. *Which are, in your opinion, the most common ways of becoming victim of trafficking?*
4. *Which human rights are mostly violated by trafficking in human beings?*
5. *Is there any danger that you personally might become victim of trafficking and why do you think so?*
6. *Which ways and means of prevention of trafficking you would suggest?*

We can in general conclude that the participants responded in a satisfactory way and tried to give quality answers to questions. Not rarely the participants asked for more information and expressed a big interest in this, for them a bit unusual, topic. In this sense, we can conclude that the realization of focus groups covered both educational and research function, as during the discussion the participants came to know facts about human trafficking up to then unknown to them.

## **c.2. Survey**

For the purpose of the survey a questionnaire consisting of 35 questions was designed. A survey was carried out on young people's attitude towards trafficking in persons and leaving the country or a hometown to look for a job, education or other. The survey was conducted by trained interviewers, mostly NGO activists in classrooms during school hours. The respondents were given general instructions and it was stressed that the survey was to be anonymous and the results were to be used in planning an educational programme for the youth. The survey was conducted from end of April till end of May 2004.

The first part of the questionnaire consisted of questions concerning the future of respondents, with a special accent on their opinion about different part-time jobs offered to young people in the country and abroad and the attitudes towards job search and intentions to migrate to foreign countries. There were also questions concerning the values in life and attitudes towards roles of women and men in the society and their probable reaction if it happens that in a relationship they would be exposed to assault or violence. Thus, we wanted to get a broader insight into behaviour, attitudes and the level of information of high school students, in order to better identify high-risk factors which might bring to vulnerability of the youth, and therefore make them more exposed to criminal structures involved in trafficking in human beings.

The second part contained questions about the general knowledge on trafficking in human beings, sources of information and attitudes towards the trafficking and victims of trafficking. Because of the problem of prostitution and risks involved in working abroad, the questionnaire contained detailed questions about trafficking in girls and women.

The third part consisted of social-demographic variables relevant to the survey which were defined based on responses to questions concerning: gender and age of respondents, place and type of living, education and work status of parents, the assessments of financial status of the family, scholastic abilities and the type of school attended.

In the process of planning the sample we used the data of the Central State Bureau for Statistics of high-schools, classes and students in the particular counties and towns/districts of the Republic of Croatia.<sup>1</sup> Out of the total of 186 427 high-school students, in the end of school year 2001/2002, 27% attended gymnasium, different four-year vocational schools 44% of the students, three-year industrial and handicrafts schools 29%. There were 29% first grade students, 28% second, 27% third grade students and 17% senior year students.<sup>2</sup> There was approximately same number of both genders. For the purpose of the study the planned sample represented the structure of the high-school population of Croatia with regard to the type of school and the year of schooling. The students from each of the 20 Croatian counties and the city of Zagreb were represented in proportional share to the total population.

Since some comparisons of the results were planned in relation to the region, particular counties were grouped in six regions: 1) Zagreb and surroundings (the city of Zagreb and the Zagreb county, 2) North Croatia (Krapinsko-zagorska, Varaždinska, Koprivnicko-križevačka, Bjelovarsko-bilogorska and Viroviticko-podravska counties), 3) Slavonia (Pozesko-slavonska, Brodsko-posavska, Osječko-baranjska and Vukovarsko-srijemska counties), 4) Lika, Kordun and Banovina (Karlovačka, Sisacko-Moslavacka, Licko-senjska counties), 5) Istria, North Coast and Gorski kotar (Istarska and Primorsko-goranska counties) and 6) Dalmatia (Zadarska, Šibenicko-kninska, Splitsko-dalmatinska and Dubrovacko-neretvanska counties).<sup>3</sup> In each region there were included towns with higher number of students, mostly centres of the counties, and in bigger regions where the size of sample allowed, also the towns representing specific characteristics of the region (for example in Dalmatia, towns at the coast line and inland were included). The field survey was planned to be conducted with classes of students, therefore, based on the percentage of students

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<sup>1</sup> Central Bureau of Statistics of the Republic of Croatia: High-schools and students' homes – end of school-year 2001/2002 and the beginning of school-year 2002, Statistical reports 1204, Zagreb, 2003

<sup>2</sup> Total number of high-school students in the end of 2001/2002 was 195 861. Excluded high-schools for adults, schools for children with developmental difficulties and art-schools (attended by students already attending regular high-schools), then the number is 186 427. This is how the number of students in each county was counted.

<sup>3</sup> In different studies the regional division is sometimes differs, since there is no official division of the regions of Croatia. In this study, the regions are divided according to the survey conducted by GFK Centre for Market Research in the year 2001 for the purpose of the assessment of the conditions of trafficking in women and children in Croatia (Štulhofer and co., 2002)

attending a particular type of school, the number of classes from each region to be included in the survey was determined. In this process the intention was to stratify the sample according to region and the type of school in the way that it corresponds to their share in the high-school population. In some regions, where samples were small, there was no possibility to balance the structure of students according to the grade, but still the sample included both junior and senior students.

In this way for each particular town there was a decision made which grades of gymnasiums, vocational schools and industrial-craftsmanship schools shall be included in the survey, and the schools interested in cooperation were selected. Even in the schools with the majority of male students (for example, natural sciences high schools, vocational technical schools) and the ones with the majority of female students (for example, language high schools, vocational textile schools), the structure of sample was balanced to some degree.

*Realized sample.* The total of 950 high school students from 25 places in Croatia participated in the survey. Their average age was 16, 6 (SD=1, 17). Due to the unbalanced number of male and female participants in vocational schools which participated in the survey, there is slightly more girls (510 or 53, 7%) than boys (440 or 46, 3%) in the sample. The majority of students attend four-years vocational schools (44%), 26, 1 percent attend three-year industrial-craftsmanship schools, 29, 9 percent gymnasiums. In the sample there are 27, 4 percent junior students, 30,1 percent second grade students, 27,1 percent third and 15, 5 percent senior students.

Table 1 shows the share of particular region in the total sample and in the high school population. In the realized sample there is somewhat smaller number of students from North Croatia, and little more students from Zagreb and surroundings, Istria, North Coast and Gorski kotar, but the representative quality of the sample has not been truncated.<sup>4</sup>

Table1

Share of the students of particular regions in the total sample and in the high-school student population

Region (town)	Share of students (%)	
	<i>Planned sample</i>	<i>Realized sample</i>
Zagreb and surroundings (Zagreb, Samobor)	28,4	25,2
North Croatia (Cakovec, Koprivnica, Varaždin, Virovitica)	14,3	17,2
Slavonia (Beli Manastir, Osijek, Slavonski Brod, Vinkovci,	17,5	18,1

<sup>4</sup> The survey was conducted in 38 out of 40 classes, since in Krapina and Bjelovar in schools included the survey was not done accurately. Therefore the number of students from North Croatia is somewhat smaller than planned. Smaller differences in the planned and realized sample in particular regions are due partly to difference in sizes of the classes in some places.

<i>Vukovar)</i>		
Lika, Kordun and Banovina ( <i>Gospic, Karlovac, Sisak</i> )	6,5	7,1
Istria, North Coast i Gorski kotar ( <i>Moravice, Opatija, Pazin, Pula, Rijeka</i> )	13,3	11,5
Dalmatia ( <i>Dubrovnik, Knin, Makarska, Pula, Split, Zadar</i> )	20,0	21,0
Total	100,0	100,0

Figures in general indicate that realized sample quite precisely reflects the characteristics of population of students. This refers to the structure of students according to grades and types of schools, as well as to relative share of students in particular regions in relation to their share in the population where the sample was taken from.

28,3 percent of students live in places with less than 2000 inhabitants, 21,7 percent in towns of 2000 – 10000 inhabitants, 27,6% in the towns of 1000 –100 000 inhabitants and 19,7 percent in cities with populations of more than 100 000 inhabitants.<sup>5</sup>

92,7 percent of students live with their parents, and the rest attend schools out of their home towns and live mainly in student homes, in rented places and with relatives.

According to students' statements, the majority of parents have secondary education, and there are a significant number of parents with two-year college or university degree. 19,2 percent of fathers and 12,8 percent of mothers finished economy schools or three-year craftsmanship schools, 38,4 percent of fathers and 41,5 percent of mothers finished four-year vocational schools or gymnasium. 29,2 percent of fathers and 28,5 percent of mothers graduated from two year college or university, 10,2 percent of fathers and 14 percent of mothers finished primary schools, and 0,8% of fathers and 1,5 % of mothers have no formal schooling or did not finish primary school.

Work status of fathers is as follows: there are 73,6 percent permanently and 7,2 percent temporarily employed, there is 8,8 percent retired and 5 percent unemployed fathers. Mothers, compared to fathers, are more rarely permanently employed (62,4%), 6,7 percent are temporarily employed, 3,2 percent of mothers are retired, 15,3 percent work as housewives and 10,1 percent of mothers are unemployed.

Approximately one third of students (32,7%) evaluates the financial situation of the family as medium, i.e. neither good nor bad, 13,3 percent think it is very good and a small number of students assesses the financial situation of the family as bad (4%) or very bad (0,7%).

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<sup>5</sup> The difference to 100% with this and some other question relates to a small group of students who did not answer the question.

### c.3. Promotional, Informative and Educational Materials

The young designer Igor Manasteriotti, was elected to carry out the activity of designing visuals of the awareness raising campaign for young people. The campaign differs from other similar campaigns as it shows young girl's face, she is proud and not with tears. The main goal of the campaign is to empower young people through gaining knowledge. Also it tells them that it would not happen to them because they know what to do.

Draft promotional materials were designed and the final decision for production was made upon the "testing and discussing the idea" during ToT, local seminars and the detailed consultation with the students in focus groups. The materials under the slogan «**NOT FOR SALE**» addressed both the dangers of trafficking and ways to prevent it. The following promotional materials were produced: badge (7.000), wrist band (2.500), tattoo (5000) as well as the preventive brochure in a form of a fashion catalogue (5000). The brochure consists of three parts: the first is a preventive part which gives information on how to proceed in planning a trip abroad, the second is a theoretical part and the third part is a list of important telephone numbers and addresses of Croatian embassies, IOM offices and NGOs on most of the European countries. When produced the brochure, badge, tattoo and wrist band were packed together to a kit, wrapped in the black plastic bag with the title "Not for sale".

Besides promotional the educational materials were produced: educational schoolbook, large hanging poster and a cartoon.

Educational module - schoolbook for high school students has been developed (3000). It consists of seven chapters:

1. Historical Overview,
2. Phenomenon of Trafficking in Human Beings,
3. Trafficking in Human Beings as a Form of Organized Crime,
4. Assistance and Protection of Victims of Trafficking,
5. Prevention of Trafficking in Human Beings,
6. Cooperation and Capacity Building,
7. Republic of Croatia in Combating Trafficking in Human Beings.

At the end is list of conventions, declarations, protocols and international decisions and regulations as well as list of literature and web pages.

It has been agreed with Movie Association of Croatia (FSH) to work together on the production of the cartoon. The group of 10 pupils from Cakovec School of Animation (SAF) have been selected to work on the making of the educational cartoons containing counter trafficking message. We think that it is crucial to have the teaching material well adjusted for pupils. Together with representatives of FSH, SAF and NGO, who all have experience in working with young people we had several meetings/workshops with pupils; were listening their thoughts and seeking for their opinion in developing the ideas. Pupils have shown a great interest for participating in the process of preparing and making the material. Upon all these consultation two scripts were prepared and pupils from the school for cartoons prepared and produced two cartoons with preventive messages on trafficking in human beings. The first showing the possible trap during the *excursion* and the second warns on the problems that may occur when *seeking a job abroad* The two drafts of script were



presented to USAiD as well as to other partners. Seeking the music for the cartoons, the contact with the publisher of a world famous music group **U2** was established and the idea for the world famous music “**Beautiful day**” to be the music for the cartoons was realized. The first presentation of the cartoons took place during the local trainings (Trakošćan, Zagreb, Karlovac, Vukovar, Dubrovnik). Professors were impressed with the manner of presentation of the topic, and its usefulness in their future education of youth.

Two sided printed *large hanging poster* produced in 1.500 pieces. On one side is photo of a girl with tatoo NOT FOR SALE and number of SOS line and on the other are 5 photos of young people with instructions how to proceed in planning a trip abroad.

#### **c.4. Direct Work with Students**

Four (4) high school students and two (2) university students have prepared their final papers under our supervision. They used to come in our office very often, seeking assistance in literature and asking about the developments of CT activities in Croatia.

Upon initial interest and discussion in our office one high school student of a third class of Gymnasium from Zagreb produced a comic «Little Red Riding in a Hell of Traffickers». IOM also produced 5000 copies of the comic.

Upon lectures implemented by NGOs in Fashion Design High School in Split the high school student of second class designed and produced six dresses for a fashion presentation.

#### **c.5. Co-operation with NGOs**

Since the beginning of CT program, IOM Zagreb has been working with 23 national NGOs. On this particular project we cooperated with 9 NGOs.

Representatives of NGOs also participated in the work of project core group:

- Ms Meri Katunaric, Organization for Integrity and Prosperity
- Ms Ivana Prazetina, Center for Gender Equality
- Ms Vera Robic Skarica, Movie Association of Croatia
- Ms Danijela Ustic, Organization for Initiatives in Social Policy

The following national NGOs, participated in the project activities and attended the seminars during which they presented and shared knowledge and experience of their previous work with youth population in Croatia:

- Association of Women Vukovar
- Delfin Pakrac
- Organization for Initiatives in Social Policy Zagreb
- Center for Gender Equality Zagreb
- Youth Democratic Initiative Zagreb
- Women's Group Rijeka
- Organization for Integrity and Prosperity
- Sigma Center Karlovac



Not only national but also “Kljuc” and “Slovenian Philanthropy”, two NGOs from Ljubljana/Slovenia, participated in the project. The NGO “Kljuc” was invited to present and share the experience from wide experience which they obtained in educational projects on counter trafficking in schools in Slovenia.

As the NGO Center for Gender Equality has agreement with Ministry of Science, Education and Sport for organising trafficking in persons lessons in high schools in Zagreb, we have financially supported production of 1.500 copies of a brochure „Do NOT buy one-way ticket!“ which was distributed during the lessons. Project report is part of this report. **(Appendix IV)**

On the UN Day of Human Rights, *the 10<sup>th</sup> of December 2003*, we have financially supported local public awareness campaign for young people organized by the Organization for Integration and Prosperity – an NGO from Split. A performance was organized on the Split main square, and together with activists from NGOs “Hram” and “Most” the activists distributed 4500 leaflets, calendars and cards holder to the young population. All material contained counter trafficking message and the slogan was “*They are trafficking people. Arn’t they?*”. 200 posters were posted in high schools, pupil homes and university buildings. The estimation is that over 12 000 young people received info during the two days event. All local radio stations announced the performance and the daily newspapers reported about it.

## 5. Constraints

Implementation of activities was postponed at the very beginning of the project due to the parliamentary elections and change of policy, which ended up in reconstruction of Government and merging of two ministries (Ministry of Education and Ministry of Science). The leading positions within the new Ministry (state secretaries, minister assistants, focal point for the project) were not appointed for several months and so we were requested by the Ministry of Education to postpone the Training of Trainers.

In post election period we had meetings with newly elected representatives of the Ministry of Science, Education and Sport. Finally after 2 and half months, we have succeeded to meet and additionally discuss the project with the new State Secretary for High School Education and agreed on the future procedure in all matters related to the project.

It was only at the end of March that we have got official letter from Ministry for continuation of the project and so the ToT was organized in mid April (originally planned for January).

Because of high bureaucracy in official structures and change of the focal point who had to made high political decisions operational we had a delay in implementing the local seminars.

Those are the main constraints why we have asked for no cost extension of the project which was approved till the end of November. With this extension we were able to implement planned activities as described in the project document.

## 6. Conclusions

Within IOM counter trafficking activities the essential step towards combating trafficking in human beings is prevention. Education has to be systematic and sustainable so in accordance with that the purpose of this project to act preventively through capacity building by developing a preventive educational module for high school students was achieved.

The goals of systematic education should be achieved on three levels:

- first level: providing knowledge and skill that will help young people to protect themselves in an adequate manner from the risk of becoming victims;
- second level: understanding of a wider social context in which human trafficking takes places with the aim of developing mechanisms that will ensure adequate protection, especially of high-risk groups of children and young people, and reduce the possibility of their involvement in the human trafficking chain (whether as participants in the organisation of trafficking in human beings, users of services provided by human trafficking victims or as victims);
- third level: human rights education, i.e. development of the value system of the young which will contribute to the strengthening of their possibility to make appropriate decisions in complex economic, political and social conditions, and encouragement of their active participation in the building of democratic society in which human rights are fully respected. (anex/recom)

As it is stated in the Ministry of Science, Education and Sports' instructions and recommendations which were sent to all high school programme coordinators «Trafficking in Human Beings Education and Prevention Programme»: *“education of educators, children and young people in educational institutions about topics related to human trafficking must be systematic and well planned because results can be achieved only through continuous work on that problem area”* (Ivankovic, 2004).

In connection with this, we emphasize that all activities and campaigns of international and non-governmental organizations and the media, even though they considerably contribute to human trafficking prevention, cannot fully take over the obligations of educational institutions. Therefore, educational institutions really have to become recognizable sources of education, i.e. prevention of trafficking in children and young people. **(Appendix V)**

## 7. Monitoring and Evaluation

Monitoring and evaluation took place during the all phases of the project by project staff and core group members. They oversaw, analyzed and evaluated every activity and also corrected all problems as they appeared.

Very important part of the evaluation were debates with high school students as well as consultations with experts who helped us to create the form and content of materials. Experts made the results professional and students made the results acceptable in everyday work.

Two questionnaires were used for evaluation of ToT and seminars as they were filled prior and after the events. Also the number of people who got information on the phenomenon through lectures in the third circle (over 2000) also measured impact of the activities.

Three independent experts stated in their expertise of the schoolbook that it clearly, factually and informatively presents the topics and has excellent teaching methodology for high school students.

The overall strength of the project was in ideas, creative work, motivation and collaboration of many different actors.

## 8. Budget

***Project team:***

Gregoire Goodstein, Chief of IOM Mission in Croatia  
Lovorka Marinovic, Program Manager  
Sandra Gluic, Project Assistant

***Project Core Group:***

Ms Marija Ivankovic, Ministry of Education  
Ms. Zora Raboteg Saric, Institute Ivo Pilar  
Ms Borka Rumiha, professor  
Ms Zeljka Jancic, professor  
Mr Berislav Cimerman, Profil  
Mr Zlatko Klanac, Profil  
Ms Meri Katunaric, Organization for Integrity and Prosperity  
Ms Ivana Prazetina, Center for Gender Equality  
Ms Vera Robic Skarica, Croatian Movie Association  
Ms Danijela Ustic, Organization for Initiatives in Social Policy

***Experts/Recensents:***

Dr sci Dejana Bouillet, Institute for Social Researches  
Mr sci Aleksandra Selak Zivkovic, Organization for Initiatives in Social Policy  
Mr sci Petra Hoblay, Institute for Social Researches

***Educational Materials:***

Design: Igor Manasteriotti and Neno Martic  
Authors: Berislav Cimerman (Profil), Sandra Gluic and Lovorka Marinovic (IOM)  
Production: Profil

***Cartoon:***

Idea: Milan Zivkovic  
Music: U2 "Beautiful day"  
Art director: Edo Lukman  
Production: Cakovec School of Animation, Movie Association of Croatia

***Promotional Materials:***

Design: Igor Manasteriotti (preventive brochure, badge, wrist band, tattoo)  
Comic: Bojan Kristofic (high school student)  
Production: Profil

## Appendix I

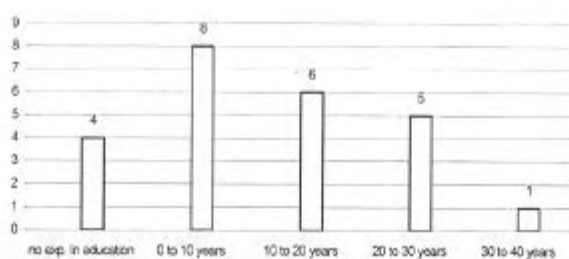
### Seminar for Educators "High School Preventive Education on Trafficking in Human Beings" Zagreb, April, 15<sup>th</sup> to 16<sup>th</sup> 2003.

Two questionnaires were used for evaluation of the seminar: one at the beginning and one at the end of the seminar.

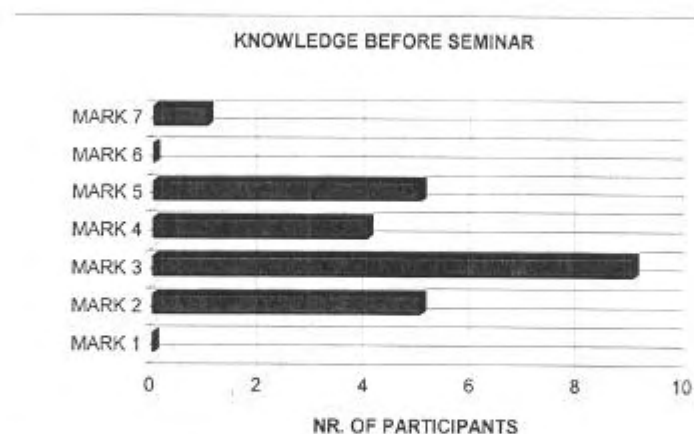
The questions in the questionnaire were combined, evaluating and descriptive. A scale of 1 – 7 was used in the evaluating questions. Number 1 marks the least value, and number 7 the highest value.

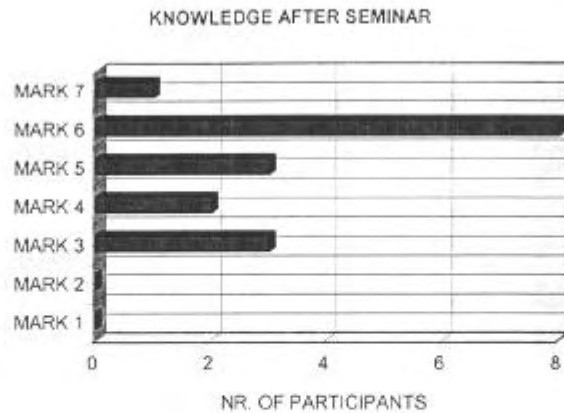
There were 24 participants present. 23 of them had university education and 1 participant high school education.

1. Most of them had between 10 and 20 years working experience in education.



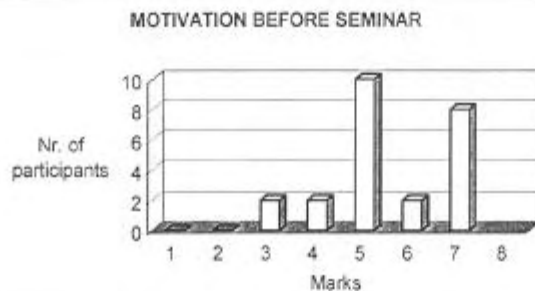
2. Familiarity with the subject of trafficking in human beings before and after seminar according to the questionnaire looks like the following:





The average mark before the seminar was 3,54 and 4,76 after the seminar. It can be concluded that the knowledge of participants has increased during the seminar.

### 3. The participants motivation to follow the issue:

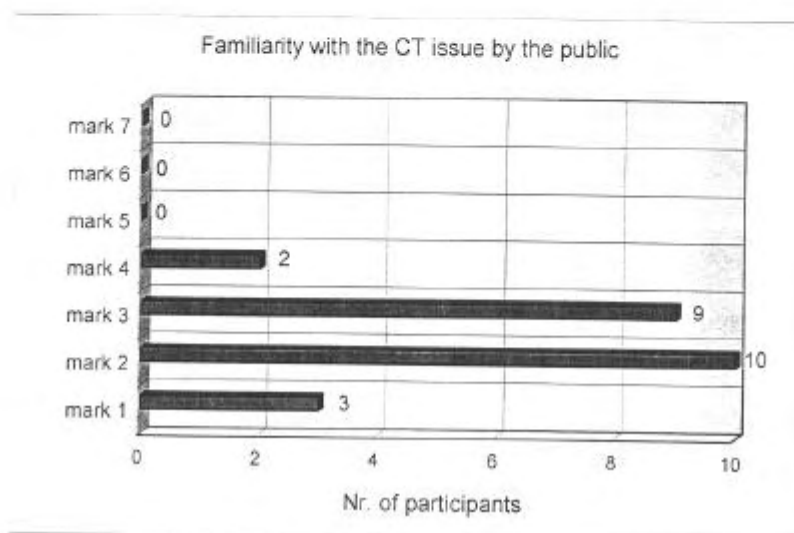


The participants also showed a high motivation to follow the issue of trafficking in human beings with average mark 4,67 before seminar. It can be concluded that this motivation has increased after the seminar. The average mark was 5,88.

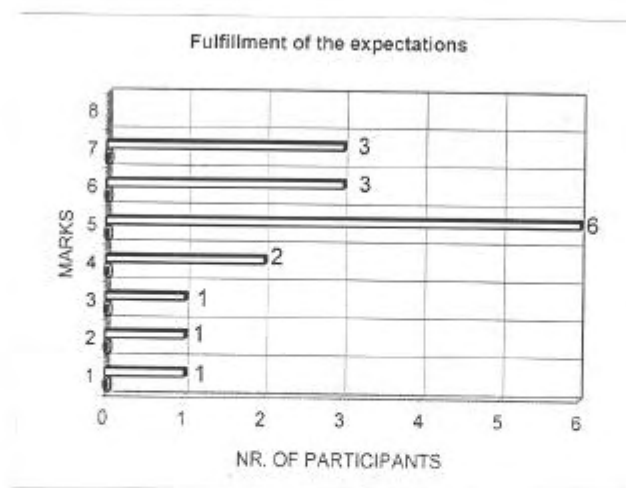


4. The participants stated the problem of non recognition of trafficking in human beings and pointed out some reasons and explanations for this situation:

- Ignorance of the problem by the media,
- Insufficient level of information available to the public,
- Problem is happening to "someone else".

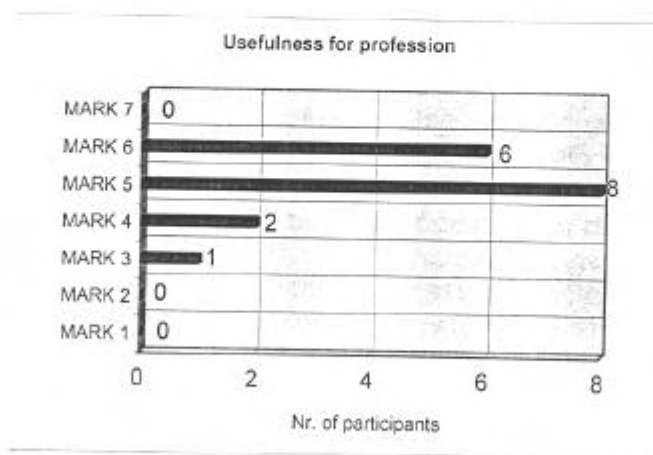


5. The seminar has fulfilled participants' expectations. They evaluated it highly, with the average mark 4,88.





6. The participants marked usefulness of the seminar for their profession with very high marks. The average mark was 5,12.



## Results of Survey

### 1. High school students' perception of trafficking in human beings for exploitation

Questions concerning level of information on trafficking in human beings and knowledge about particular aspects of this criminal act were placed in the second part of the questionnaire. In this way we have tried to avoid an influence on responses in the first part of the questionnaire concerning future plans, attitudes and behaviour in job search and intention to migrate to foreign countries. Questions concerning level of information about trafficking in human beings were introduced by a short description of the purpose of that component of the survey: "Trafficking in human beings with the purpose of their exploitation (for example, forced prostitution, forced begging, bonded labour) recently attracts a lot of public attention. Through the following questions we would like to find out your opinion about the problem?" The analysis of the results comprises the presentation of the classification of responses of the whole sample of participants with particular questions or groups of questions, as well as the comparison of responses of participants of different social-demographic characteristics. The comparisons which showed statistically significant differences between the responses of particular groups of participants were interpreted based on the results of  $\chi^2$  test.<sup>1</sup>

#### 1.1 Awareness of the problem of trafficking in human beings and the assessment of the proportion

Most of the participants stated that they had heard about the problem of trafficking in human beings for the exploitation purpose (Table 4). The analysis of the results showed statistically significant differences in the distribution of the responses classified by regions ( $\chi^2=19,70$ ;  $p<0,01$ ), size of place of residence ( $\chi^2=19,70$ ;  $p=0,01$ ) and the type of school attended ( $\chi^2=37,96$ ;  $p<0,001$ ).

The awareness of the problem of trafficking is above-average among students attending schools in Zagreb and surroundings (94,4%) and Dalmatia (93,2%), close to average in Slavonia (88%) and Istria, North Coast and Gorski kotar (88,9%) and below average in North Croatia (83,1%), Lika, Kordun and Banovina (80,6%).

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<sup>1</sup> Majority of the analyses did not show significant differences concerning the education of fathers and mothers and the assessments of financial situation in the family. The other analyses include comparisons concerning gender and age of participants, type of school and class they attend, the size of place of residence and region they come from.

Table 4 Awareness of the problem of trafficking

Responses	Regions						Total
		<i>Zagreb and surroundings</i>	<i>North Croatia</i>	<i>Slavonia</i>	<i>Lika, Kordun and Banovina</i>	<i>Istria, North Coast and Gorski kotar</i>	
Yes	<i>f</i>	255	113	146	50	112	853
	<i>%</i>	94,4	83,1	88,0	80,6	88,9	89,8
No	<i>f</i>	7	10	12	7	7	45
	<i>%</i>	2,6	7,4	7,2	11,3	5,6	4,7
I am not sure	<i>f</i>	8	13	8	5,0	7,0	52
	<i>%</i>	3,0	9,6	4,8	8,1	5,6	5,5
Total	<i>f</i>	270	136	166	62	126	950
	<i>%</i>	100,0	100,0	100,0	100,0	100,0	100,0

Young people who live in bigger towns are somewhat better acquainted with the trafficking problem than the ones living in smaller places. Three-year vocational school students are significantly less informed about the problem (79,8%) than gymnasium students (93,3%) and four-year vocational school students (93,3%)

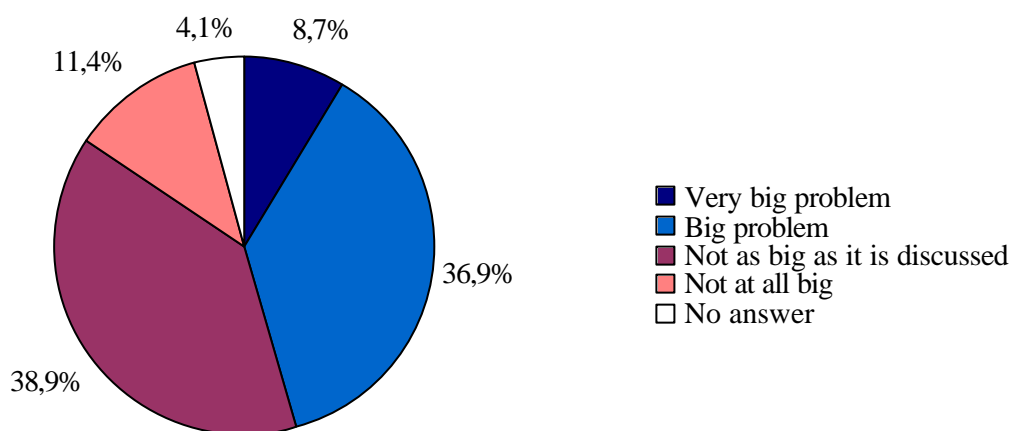
In the survey of the incidence of trafficking in women and children for sexual exploitation carried out in Croatia in 2001, 73,6 percent of participants interviewed stated they knew about the problem of organized prostitution in Croatia where foreign women were involved (Štulhofer, Raboteg-Šarić and Marinović, 2002).<sup>2</sup> Although the data is not completely comparable, significantly higher level of awareness of the problem of trafficking (89,8), shown by the participants of the national sample of high school students three years after, might be explained as a result of public awareness campaigns and better media coverage of the problem in the past several years. The comparison of results of the two different surveys concerning regional differences in the awareness of the problem of trafficking, showed that the

<sup>2</sup> Research carried out on a national representative sample of persons older than 15. Similar level of awareness (72,7%) was determined also in the youngest age group, i.e. among persons between 15 – 24 years of age (data not released).

only consistent figure was the one showing the highest awareness in Dalmatia, and the smallest in Lika, Kordun and Banovina.

Students have different opinions on the proportion of the problem of trafficking in Croatia (Figure1). Total of 50,3 percent of respondents think that the problem is not very evident, i.e. 11,4 percent of them agree that trafficking is not at all a big problem, and 38,9 percent think it is not such a huge problem as it is presented in public. On the other hand, 45,6 percent of respondents tend to assess trafficking as apparent problem in Croatia (36,9% think it is a big, and 8,7% that it is a very big problem).

Figure.1 Assessment of the proportion of the problem of trafficking in Croatia (N=950)



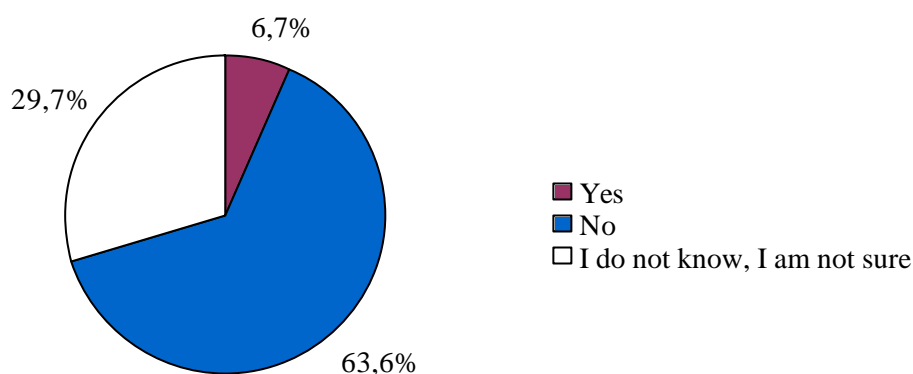
In this case there is a significant difference in the responses of boys and girls. ( $\chi^2=28,84$ ;  $p<0,001$ ) in terms that girls consider the problem to be more serious than boys do. For example, 52,3 percent of girls assess trafficking as a big or very big problem, in the difference of 37,9 percent of boys who have the same opinion. Senior students understand the seriousness of the trafficking problem ( $\chi^2=40,59$ )  $p<0,001$ ). That is, 62,6 percent of students considers trafficking big or very big problem in Croatia, while the opinion is shared by 43,5 percent of younger students.)

## 1.2 Awareness of cases of trafficking in the own community

To the question whether in the community where they lived there had been the cases of trafficking, affirmative response was given by 6,7 percent of the participants (Figure 2).

The share of the youth from different regions who are acquainted with cases of trafficking in their own communities is biggest in Lika, Kordun and Banovina (8,1%), there follows Zagreb and surroundings (7,4) Slavonia (7,2), Dalmatia (6,8) and North Croatia (5,9), while in Istria, North Coast and Gorski kotar, according to the responses of the young, the incidence of trafficking in their region is smallest (4,8%). However, the differences in the responses of the young from different regions are not statistically significant.

Figure 2. Assessment of the proportion of the problem of trafficking in Croatia (N=950)



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Significant differences in the perception of the incidence of trafficking in the own community are recognised in relation to the size of the place of residence ( $h^2=18,93$ ,  $p=0,01$ ). Only 3,7% of the youth who live in places of less than 2000 inhabitants, stated that in their community there were cases of trafficking, while in bigger towns the share of students who had heard of such cases is between 7,3 and 9,1 percent.

The analysis of the responses of only those respondents who have heard about trafficking problem (N=853), we get about equal share of respondents (6,9%) who know about trafficking cases in the places they live. In the research of Štulhofer and collaborators (2002) among participants who have heard about trafficking of foreign women, there is much bigger number (15,9%) of those who knew about such cases in their local environment.<sup>3</sup> Compared to our research, high-school students who showed a higher awareness of trafficking, but considered the problem to be less observable in their local community.

There were different answers to the open question what kind of cases of trafficking in their community they have heard about. Some of them were not sure whether there really happened cases like that, they "have just heard" something about it, or they were quoting cases of prostitution and illegal migration, and the others had read about cases of trafficking in their communities in newspapers. (*I am not sure, but there was some rumours; I have heard about it, but I am not sure where it happened; I have heard something about prostitution, but I am not sure; Strip-tease on parties and prostitutes; I have heard about Romanian people in my place, and in the nearby village a man wanted to "smuggle" someone across the border, Albanians were crossing the border and came to our village. They were arrested by police; I have heard about smuggling Chinese people near my*

<sup>3</sup> In the youngest age group (15-24) 13,9 % of respondents quoted that there had been organizes prostitution of foreign women in their environment (unpublished data).

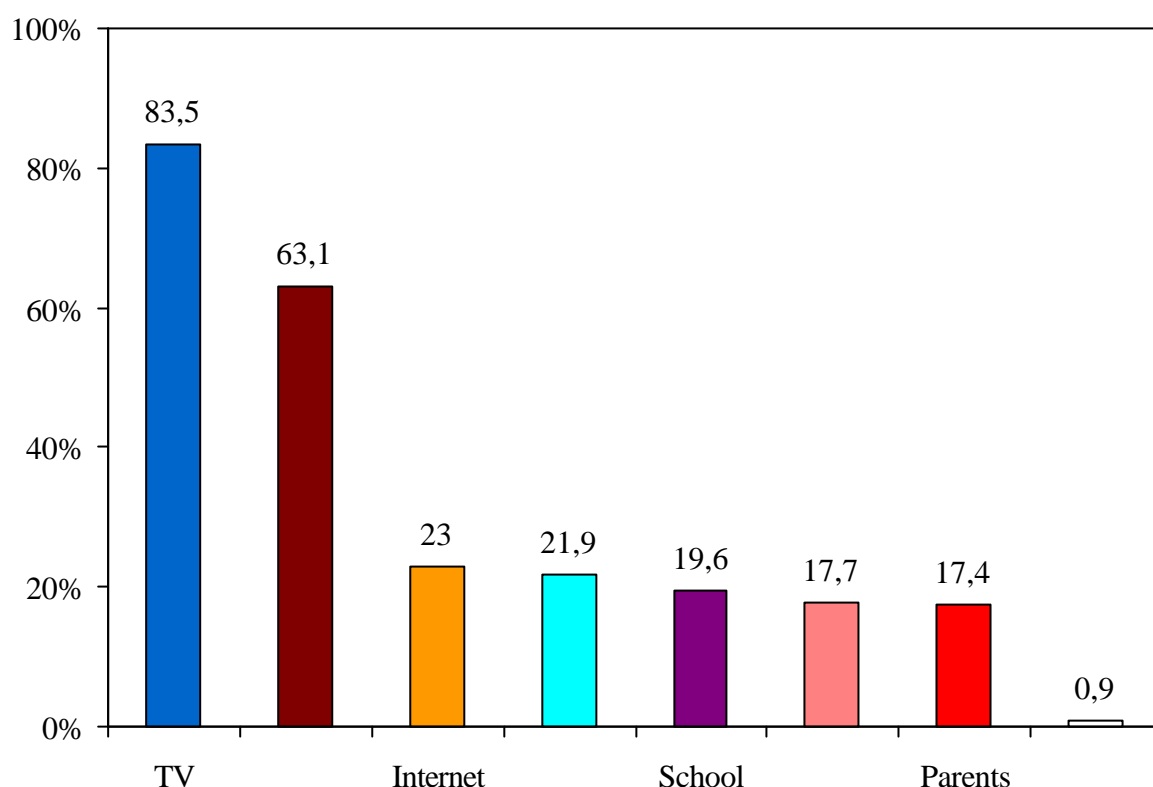
*house; I have heard in coffee places about some cases; I have read something in chronicles.) A number of students do not quote concrete happening of smuggling in their environment, but they state what they know about trafficking in general (trafficking children to Italy into white slavery; bringing women from Eastern Europe for prostitution; bringing women from Ukraine for marriages; mostly organized begging.) But, there were also answers indicating concrete cases of trafficking in their local environment, no matter whether the respondent was a witness, acquainted to victim or has only heard about the case (In the vicinity they found a boy whose organs were missing and he was kidnapped; A friend of mine earns for living with that, and for a car, of course; A young girl escorted by her pimp was in a disco and was offering her services; A girlfriend of mine got missing, and before that she had problems with mafia; A case where a father sold his own daughter for money; A couple of girls who were not working voluntarily but were forced into it; A girl applied for an advertised job and found herself in prostitution chain; I do not know exactly, but I have heard they went abroad and were abused; Trade of human organs (my neighbour); People got missing and no one could trace them any more; A girl was sold into white slavery to Italy and forced into prostitution; I have heard stories about a kidnapped girl, but I am not sure whether that is true).*

### **3.1.3 Sources of information on trafficking and readiness for further education**

High school students who have up to now heard about the problem of trafficking (N=853) replied how and when they were informed about it by circling one or more prompted answers. The share of the respondents who quoted different sources of information is shown in Figure 3.

Majority of students have been acquainted with the problem of trafficking through television (83,5%) and newspaper articles (63,1%), a fact proving that public campaigns have had their effects. Much smaller number of young people (17,7%), however, were informed on trafficking through posters, brochures and different promotional material, possibly because this form of preventive and educational activities was not extended enough to be available for a bigger number of students from different regions. A little more than one fifth of the young (23%) used Internet as a source of information, and approximately every fifth participant has heard about trafficking from a friend or acquaintance (21,9%) and at school (19,6%). Since Internet is interactive, popular among the young, and available to majority of students in schools, it could be used much more in preventive purposes. Only 17,4 percent of participants quote their own parents as a source of information on trafficking, which might be caused with the lack of information on parents' side. In such context, the role of schools as source of information for the young people on problems in life is growing in importance.

Figure 3. Sources of information on trafficking in human beings (N=853)



In the already mentioned study on trafficking in women and children for sexual exploitation, respondents quoted the most important source of information being newspapers and journals and approximately with same frequency as in this research (69,7%), while TV broadcasts were second most important source of information and with much smaller incidence (44,3%). Therefore the authors concluded that television, being the most popular media, had not paid enough attention to the problem of trafficking (Štulhofer, Raboteg-Šaric and Marinovic, 2002). According to the results of this newer research, in the meantime, the problem got a bigger attention of public thanks to more attentive attitude of the television.

A more detailed comparison of responses of students from different regions asked about sources of information on trafficking is shown in Table 5. In all regions television was quoted as the most important source of information, although in this case there is important difference in distribution of responses of participants from different regions ( $\chi^2=14,71$ ,  $p<0,05$ ). The share of participants who quote television as source of information is above-average in Istria, North Coast, Gorski kotar and Dalmatia, and below average in Zagreb and surroundings.

Table 5 Percentage of respondents who quote different sources of information on trafficking, by regions (N=853)

Source of information	Region						Total
	<i>Zagreb and surroundings</i>	<i>North Croatia</i>	<i>Slavonia</i>	<i>Lika, Kordun i Banovina</i>	<i>Istria, North Coast and Gorski kotar</i>	<i>Dalmatia</i>	
TV	77,6	83,2	82,9	80,0	90,2	89,3	83,5
Newspapers	65,1	56,6	58,2	66,0	64,3	66,7	63,1
Internet	18,4	29,2	18,5	22,0	32,1	23,7	23,0
Acquaintances and friends	25,9	20,4	18,5	14,0	20,5	23,2	21,9
School	25,1	24,8	15,8	16,0	11,6	17,5	19,6
Brochures, leaflets, posters	29,8	7,1	15,1	16,0	12,5	13,0	17,7
Parents	17,6	14,2	23,3	20,0	11,6	16,9	17,4

Newspaper articles are second most important source of information, fairly equally represented in all regions. In four regions Internet is the third most important source of information on trafficking, used mostly by students from North Croatia, Istria and Gorski kotar, and the least used by students from Zagreb and surroundings and Slavonia ( $hi^2 = 12,51$ ,  $p < 0,05$ ). In Zagreb and surroundings the third most important source of information are brochures, leaflets, posters and other promotional material. The share of students who were acquainted to problem of trafficking in this way is fairly above-average, while in all other regions and especially in North Croatia, below average. Exactly in the accessibility of this source of information, biggest differences in different regions came out ( $hi^2 = 39,95$ ,  $p < 0,001$ ). This data indicates that preventive and educational programmes using this form of information, as well as majority of other programmes, are mostly concentrated in the most developed region, while similar programmes are much less accessible to students from other regions.

Parents are third most important source of information on trafficking only for students from Slavonia. However, statistically significant differences in relation to the share of participants from different regions who quote parents, friends or acquaintances as source of information, have not been identified.

Significant differences among regions came out in relation with the number of students who quote school as source of information on trafficking ( $hi^2 = 13,64$ ,  $p < 0,05$ ). Students from Zagreb and surroundings and North Croatia have learned about trafficking at schools more than students in other regions.

Additional analysis showed certain gender differences in preference of different sources of information on trafficking. Girls more than boys quote



different promotional material as a source of information ( $hi^2=24,01$ ,  $p<0,001$ ), parents ( $hi^2=9,34$ ,  $p<0,01$ ), friends and acquaintances ( $hi^2=10,73$ ,  $p<0,001$ ), and in somewhat more frequently mention school as source of information ( $hi^2=4,72$ ,  $p<0,05$ ), while boys are more often informed via television ( $hi^2=5,46$ ,  $p<0,05$ ) and Internet ( $hi^2=4,62$ ,  $p<0,05$ ).

Students who live in both smaller and bigger places almost equally use different sources of information on trafficking. The only statistically significant difference was obtained in relation with the accessibility of leaflets, brochures, posters and other promotional material, where this source of information is much more accessible in towns of more than hundred thousands inhabitants ( $hi^2=43,69$ ,  $p<0,001$ ). The data indicates that majority of organized preventive actions are concentrated in bigger towns.

The analysis of responses of students attending different types of schools showed statistically significant differences in relation to number of students who were informed about trafficking at schools ( $hi^2=11,76$ ,  $p<0,01$ ) or through promotional material ( $hi^2=54,40$ ,  $p<0,001$ ). In both cases gymnasium students were better informed than students attending vocational schools. This indicates that different forms of informal schooling and education are not well targeted, i.e. they are directed towards students who otherwise already have better knowledge and skills in facing different developmental risks to which they are exposed in a modern society. Significant differences were obtained in relation to the frequency of quoting newspaper articles ( $hi^2=60,35$ ,  $p<0,001$ ) and television ( $hi^2=20,32$ ,  $p<0,001$ ) as source of information, from students attending different types of schools. In both cases the level of information is above-average in students attending gymnasiums and four-year vocational school and below average in students attending three-year vocational schools.

Although quite a number of students consider trafficking to be a serious problem, only 343 or 36,1 percent of them state that they were advised by someone about the danger of trafficking in human beings. Among them, the majority was advised by parents (72,2 %). Much smaller is the share of those advised by family and relatives (13,8%), friends (11,7%), schools and professors (11,1%), the media (4,5%) and guest-lecturers (3%).

Approximately half of the youth (49,9%) wanted to know more about trafficking through some other form of education at school, about one third (32,2%) of them were not sure, but they "might want to know more about the whole issue". Only 17,9 % said they would not like to know more about trafficking. Taking into consideration that here we are talking about educational activities and that students are burdened with school obligations, we can conclude that the interest for this topic is quite high.

## **2 Level of information and attitudes of the youth towards trafficking**

The questionnaire comprised a range of questions targeting the attitudes of the youth towards victims of trafficking and traffickers and their opinion about possible causes of the problem. Majority of questions referred to trafficking in girls and women for sexual exploitation, as it is a form of trafficking which is relatively frequent and documented in many European countries. Young people, especially girls are potential victims of this form of organized crime. Very often young people are lured by offers for well paid jobs which do not require high educational level. Most commonly the offers refer to jobs in foreign countries, as many young people affected with poverty have wrong perception about possibilities of work and earnings in foreign countries.

The youth of Croatia are potential victims of trafficking even in their own country. Croatia was up to now, according to analyses of the conditions in the state, considered to be a trafficking transit country, but there has also been documented cases of trafficking in foreign and own citizens in the country, and recruitment of young girls who became victims of traffickers abroad (IOM, 2001; Štulhofer, Raboteg-Šaric and Marinovic, 2002). In Croatia the level of poverty of population is not as high as in some other Eastern European states, but some other aspects of social context, like relatively high unemployment rate, decrease of standard of living of many families, big social differences and difference in standard of living in various regions, geographical position between East and West, lack of information and experience in organized actions for suppressing this form of organized crime, bigger demands for seasonal workers and tourist season workers, constitute risk factors which make good grounds for trafficking networks action. Taking into consideration a high unemployment rate of young people in Croatia and bad financial situation of students, we can expect that a large number of high school students find themselves in situation of looking for a job or short, part time jobs with the aim to improve financial situation of the family. Therefore we wanted to find out what high school students think about such employment, how risky they consider them, and how acquainted with the problem of trafficking they are.

Women are usually considered a more vulnerable group, as in many states their human rights, position on labour market, social status and financial standard are more endangered compared to men, which exposes them to higher risks of different forms of manipulation and exploitation. That is why the attention of researchers is more directed towards girls, who are more often victims of trafficking, especially for sexual exploitation. In the newest researches on trafficking in children in some European countries, however, boys are more and more becoming victims of sexual exploitations, beside other forms trafficking in children like forced begging and other different criminal actions (UNICEF, 2003). In this study, therefore, we were especially interested in obtaining and comparing the attitudes and behaviour of girls and boys in relation with different aspects of human trafficking, in order to better plan further preventive activities targeted to specific groups of young people.

## 2.1 Who do young people credit with the responsibility for trafficking in women for sexual exploitation abroad?

To the question who is the one to blame for trafficking women abroad for sexual exploitation participants were offered one or more prompted answers (Table 6). Majority of questioned high school students (64,5%) blame traffickers and their craving for earnings. More than half of participants (57,7%) consider lack of knowledge and information about real dangers the biggest cause of trafficking for sexual exploitation. This clearly indicates the awareness of the importance of systematic information of the public on possible dangers from trafficking and methods used in trafficking in human beings. A disturbing fact is that an extremely high percentage of the young credit the guilt to women, although it is specifically mentioned that they are victims of trafficking. In other words, every second respondent (50,6%) agrees that girls or women themselves are guilty because they trust in people too much, and more than one fourth think that women victims of trafficking are themselves responsible because it was their own will to be recruited and trafficked. Such responses might partly be explained with the lack of information of the young on the problem of trafficking as organized crime and violation of human rights, and partly with the typical thinking of the youth that thing like that "happen to others" and that they themselves could easily control the risks and avoid possible dangerous situations. Inadequate legislation is quoted as a cause of problem by 42,1 percent of participants, 29,4 percent credit the responsibility to the authorities, and every fourth student (25,8%) sees the problem to be in low moral values.

Table 6. Opinions of students on possible causes of exploiting women, victims of trafficking for prostitution in foreign countries (N=950)

<i>Who is guilty for trafficking in women?</i>	Number of answers	% of answers
Traffickers who would do anything for money	613	64,5
Ignorance, i.e. lack of information on real dangers	548	57,7
Girls/woman because thy trust in people too much	481	50,6
Feeble legislation and legal regulations	400	42,1
Girls/women as they are voluntarily recruited and trafficked	279	29,4
Authorities as they do not care about citizens	279	29,4
Low moral values	245	25,8
Family and relatives of victims	122	12,8
Friends and acquaintances of victims	49	5,2
Other reasons	35	3,7

Relatively small number of students credits the responsibility for trafficking in women to families and relatives of victims, friends and acquaintances

Among other reasons for trafficking in women for prostitution in foreign countries they state mainly those belonging to a category of already suggested (responsibility of victim, politics), but also some other reasons like poverty, bad financial situation in the country, drugs and insufficient education.

In further analysis of the data we wanted to verify whether there are statistically significant differences found among particular groups of students related to the number of participants agreeing with statements quoting different reasons for trafficking in girls and women for prostitution in foreign countries. Girls more often (45,9%) than boys (37,7%) quote inadequate legislation to be the cause of the problem ( $hi^2 = 6,44$ ,  $p = 0,01$ ). Friends and relatives are relatively rarely stated as cause of the problem, and are more commonly quoted by boys (7,7%) than by girls (2,9%). This difference is also statistically significant ( $hi^2 = 11,6$ ,  $p = 0,001$ ). More girls (66,5%) than boys (47,5%) agree with the statement that ignorance and lack of information about concrete danger cause trafficking in women for sexual exploitation ( $hi^2 = 34,83$ ,  $p < 0,001$ ). This statement proved to be especially important for identification of differences in attitudes towards trafficking in women as here also senior students agree more with the statement than younger ( $hi^2 = 21,67$ ,  $p < 0,001$ ).

There also came out a statistical difference in relation to the type of school ( $hi^2 = 74,64$ ,  $p < 0,001$ ). Thus 75 percent of gymnasium students state lack of information and ignorance as the cause of the problem, in the difference of 57,7 percent of students who attend four-year vocational schools and 37,9 percent of three-year vocational schools students.

The analysis of responses to the question who is guilty for trafficking women for prostitution abroad showed that as the most important factor related to differences in attitudes of the young appears exactly the type of school they attend, where more unfavourable statements are given by three-year vocational school students. Thus 35,5 percent of students of three-year vocational school agree with the statements that girls victims of trafficking are themselves guilty because they were recruited and trafficked abroad voluntarily, while 31,1 percent of students of four-year vocational schools and 21,5 percent of gymnasium students share the opinion ( $hi^2 = 13,6$ ,  $p = 0,001$ ). In the difference to that, three quarters of gymnasium students (73,9%) blame traffickers for the problem, in respect with two thirds (66,3%) of four-year vocational school and half (50,8%) of three-year vocational school students. ( $hi^2 = 31,95$ ,  $p < 0,001$ ). Similar differences in responses of participants were identified with some other statements. Beside lack of information and knowledge, gymnasium students see the problem more in the lack of moral values ( $hi^2 = 25,44$ ,  $p < 0,001$ ) and inadequate legal regulations ( $hi^2 = 8,5$ ,  $p = 0,01$ ). Three-year vocational school students agree less with those statements. However, they accuse authorities to be guilty of trafficking in women more than gymnasium and four-year vocational school students ( $hi^2 = 14,07$ ,  $p = 0,001$ ).

Differences in attitudes of students included in high school educational system might be attributed to the claim that students with better school results, higher educational aspirations and social and economic status are included in the more selective system of education. Additional analysis of results showed that students whose mothers finished high schools or faculties in bigger number state ignorance or lack of information as a reason for trafficking in women ( $hi^2 = 38,38$ ,  $p < 0,001$ ). Higher the education of mothers, more children agree with the statement that low moral values are causing the problem of trafficking ( $hi^2$

=11,33,  $p < 0,05$ ). Likewise, students living in towns of more than hundred thousand inhabitants are more frequently stating ignorance and lack of information to be reasons for trafficking, compared to the young who live in smaller places ( $hi^2 = 11,33$ ,  $p < 0,05$ ). Students whose fathers have better education, more frequently accuse traffickers ( $hi^2 = 11,58$ ,  $p < 0,05$ ). Subjective judgements of material status are connected only to the statement that authorities are responsible for trafficking in women. Students who assess the financial situation of their families poor, agree more with this opinion ( $hi^2 = 11,14$ ,  $p < 0,05$ ).

Different socialization context might influence the adoption of some basic values and attitudes, as well as differences in educational aspirations and plans for future among students attending different schools. Independent from socio-demographic characteristics of students, differences in the level of information and quality of education in different educational orientations also contribute to differences in attitudes of students. To determine actual differences among students who are after primary school included into different system of high school education would require a deeper analysis. For the purposes of this study it is enough to bring attention to the claim that preventive activities and different forms of informal education should be more oriented towards students attending vocational schools, especially those included in the least flexible form of high school education, i.e. three-year vocational schools.

## 2.2 What should be done against trafficking in girls/women for prostitution?

The majority of participants (83,4%) to the question what should be done against the trafficking in girls and women for prostitution replied that traffickers should be punished and put in prison (Table 7). According to the opinion of the two thirds of students, a very important preventive measure is informing girls and women what to do if they fall prey to traffickers, and more than one third (38,1%) agree with the opinion that potential victims should be better informed about possibilities of legitimate employment abroad.

Table 7. Suggested activities for suppressing trafficking in girls/women for prostitution (N=950)

	Number of answers	% of answers
Punish traffickers and send them to prison	792	83,4
Inform girls and women what to do if they fall prey to traffickers	626	66,0
To punish clients who look for prostitutes, because they are causing the problem	449	47,3
Inform about legal possibilities of employment abroad	362	38,1
To punish girls/women	82	8,6
Other suggestions	28	2,9

Almost half of students (47,3%) propose sanctions for clients seeking service of prostitutes, because they recognise them as origin of the problem. Much smaller number of participants thinks that girls and women should be punished.

These answers show that majority of students do not have negative attitude towards victims of trafficking, although a considerable number of them accuse victims for being in such situation. Crediting of guilt is connected more with lack of information of students on how difficult it is to stand against traffickers once trapped in their network and how difficult it is to recognise their sophisticated methods for recruiting victims, especially in situations when victims are vulnerable and submissive.

That is why, as shown in answers to previous questions, young people tend to consider victims naïve, thoughtless and irresponsible, but at the same time know that they do not deserve punishment, but the ones to blame are traffickers and clients who are responsible for offer and demand for similar criminal activities bringing profit. Radical attitudes reflecting rage of the youth towards traffickers are found in only a few suggestions (for example, *kill them, shoot pimps, beat up traffickers*) and some more constructive suggestions like controlling known routes of trafficking, endurance in suppressing trafficking in human beings and better information of the public.

### 2.3 Attitudes towards victims of trafficking, traffickers and the perception of risks of employment in foreign countries

Table 8 shows the classification of responses of students on the Likert scale by which they either agree or disagree with the statements different expressing attitudes towards traffickers, victims of trafficking and employment in foreign countries.

Table 8. Attitudes towards different aspects of trafficking in human beings and risks of employment in foreign countries (N=950)

- 1 – I do not agree at all
- 2 – mostly I do not agree
- 3 – I mostly agree
- 4 – I completely agree

Statements	% answers					Average
	1	2	3	4	No ans.	
1. Offer for employment abroad you are told about by someone you know is completely safe.	10,7	23,6	55,6	9,1	1,1	2,64
2. Traffickers look like real criminals – it is easy to recognise them	56,8	26,4	10,4	4,7	1,6	1,62
3. Working in a foreign country enables ensures good earnings	7,7	24,7	52,4	13,2	2,0	2,73
4. One does not have to possess a legal working permit – it is easy to obtain one once in a foreign country.	26,7	42,2	24,3	4,4	2,3	2,07
5. If one does not like the job one got abroad, at	10,5	27,9	34,5	25,2	1,9	2,76

<i>whatever point one can give up and return to home country.</i>							
<i>6. A girl who is proposed marriage after a short dating and offered to go abroad can trust the person if she thinks he is in love with her.</i>	44,6	34,8	15,9	2,9	1,7	1,77	
<i>7. Victims of trafficking mostly know what they get involved in.</i>	45,6	30,5	13,6	7,8	2,5	1,83	
<i>8. Girls become victims of trafficking because they need money and do not have other means of getting it.</i>	9,7	21,9	47,6	18,1	2,7	2,76	
<i>9. I think I could never become victim of trafficking</i>	9,1	18,0	35,8	35,2	2,0	2,99	
<i>10. Victims of trafficking deserve help from authorities and our citizens</i>	4,7	4,6	22,4	66,7	1,4	3,54	

On the scale from 1 ("I do not agree at all") to 4 ("I completely agree") the highest average assessment stand beside the statement that victims of trafficking deserve help. Two thirds of students completely agree with the statement. In accordance with that, on the average, young people agree the least with the statement that victims of trafficking usually know what they get involved in and that traffickers are easy to recognise. Majority of students think that girls are becoming victims of trafficking due to lack of money and impossibility to earn it some other way. Disagreement with the statement that a girl can trust someone after only a short dating shows good knowledge of the problem of trafficking. However, on the average, the young agree that they could never become victims of trafficking, that they can whenever quit jobs they dislike, that working abroad can bring them a lot of money and that an offer to work abroad by someone who they know for a long time is completely safe. In spite of that, they do not agree with the statements that it is easy to get work permit in foreign countries.

Figure 4. Attitudes towards trafficking in human beings and risks of working abroad – percentage of agreement with particular statements(N=950)

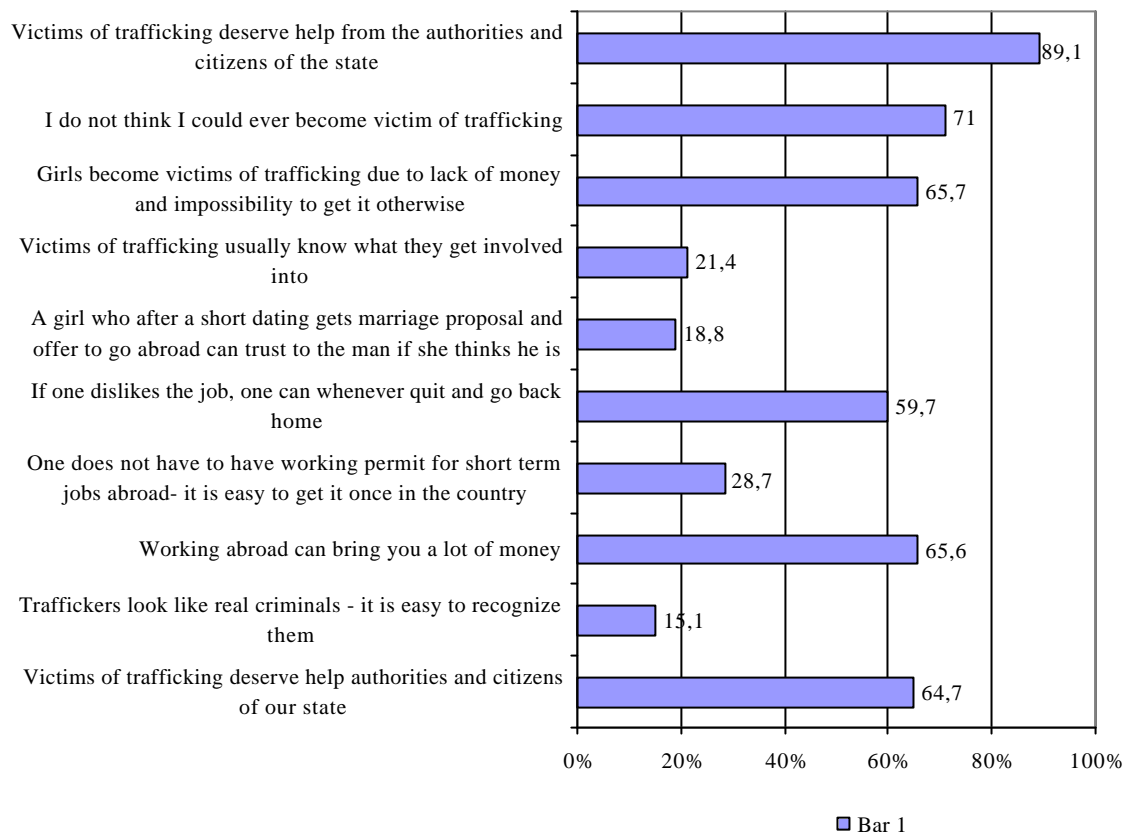


Figure 4 shows in another, more easy-to-survey way responses to different statements. In states the percentage of students in the sample who mainly or completely agree with the content of a particular statement. Thus it is possible to recognise misconceptions of number of students related to dangers to which potential victims of trafficking are exposed. Every fifth student, for example, thinks that victims of trafficking usually know what they get involved into. Same number considers that a girl can trust man who after a short time proposes marriage and offers her to go abroad with him, if she thinks the man is in love with her. This is at the same time one of the most common ways of recruitment used by traffickers and to comply with similar statements indicates a lack of awareness of possible consequences of such behaviour. Among students there are 15 percent of those who think that traffickers look like real criminals and it is easy to recognise them by looks.

Figure 4 also clearly shows that the youth observe living and working in foreign countries “through pink glasses”. As many as than two thirds of high school students agree with the opinion that in a foreign country it is easy to earn a lot of money, and the same number would feel safe to accept an offer for a job in a foreign country if coming from a person they know for a long time. More than one fourth of students have unrealistic expectations related to possibilities of legitimate employment abroad, thinking it is, once in the country, easy to obtain working permit. Finally, most of them (71%) consider impossible that they could become victims of trafficking. Many of them are probably enough cautious and informed and would not get involved in any high-risk situations and therefore consider victims of trafficking to be naïve



and careless and thus responsible for the hopeless situation they are involved into. Complementary to such thinking is the opinion of more than half (59,7%) of participants that they can easily quit the job they dislike and come back home.

## **2.4 High-risk groups in view of misconceptions and lack of information on trafficking**

Desire for better standard, too big and often unrealistic expectations of better life and easy earning in foreign countries are powerful temptations which cause many young people, especially those living in poverty, plan their future somewhere else. Traffickers are using this situation offering seemingly advantageous employment opportunities in foreign countries, and relatives and friends of the family often play a part in their network. Therefore it is of an utmost importance that young people while planning their future get proper information on possibilities of legitimate employment abroad and life out of the home country, possible risks and abuses they can be exposed to, as well as the information, if needed, they can get assistance.

In order to define high- risk groups in view of the attitude towards trafficking, and the misjudgement of the danger of being victimized, in further analysis we have established the correlation between the level of concurrence with particular statements and different socio-demographic characteristics of the youth. The results in general showed that better level of information, more realistic expectations and certain vigilance is more characteristic for girls, senior students, i.e. students from higher grades and students attending superior schools.<sup>10</sup> There are significant correlations with other socio-demographic variables, since different sample characteristics are related to each other. In gymnasium, for example, there are more girls and boys whose parents have higher level of education, and there are more schools of the kind in bigger places, especially in the towns of more than hundred thousand inhabitants. Girls, gymnasium students in general, have better school results, which is closely connected to the level of education of parents. In bigger places, the social and educational structure of the families is higher, and students whose parents have better education consider the financial status of the family better. Therefore, in order to establish sample characteristics which might give explanations for particular opinions and attitudes of students, we have carried out a series of regression analyses, with the following socio-demographic variables as predictors:

- Gender (1-male, 2-female),
- Age, i.e. grade of a student (from first to fourth),
- Type of school (1-three-year vocational school, 2-four-year vocational school, 3-gymnasium),
- School results of the previous school year (grades from 1 to 5),

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<sup>10</sup> Distribution of answers of different types of schools students and significant differences show that gymnasium students have smallest number of misconceptions, followed by four-year vocational school students and students of three-year vocational school. The correlation analysis variable "type of school" is coded in the way that higher level denotes higher quality of education and a more selective type of school.

- Father's education (1-finished or not finished primary school, 2-craftsman, 3-high school, 4-two-year college or faculty),
- Estimation of financial situation of the family (from 1-"very bad" to 5-"very good")
- Size of the place of residence (1-up to 2,000 inhabitants, 2-more than 2,000 up to 10,000, 3-more than 10 to 100 thousand, 4-more than 100 thousand).

Respondents communicated the level of agreement with each statement (from 1-"I do not agree at all" to 4-"I agree completely") through the Lykert type assessment scale. The multiple regressional analyses have been carried out for each criteria variable statement (*stepwise* procedure) in order to define socio-demographic variables which might significantly contribute to clarification of the responses. Results of the analyses are shown in Table 9. The table contains data concerning extent and level of significance of the multiple correlation coefficients (R), the course and extent of correlation (standardized beta coefficient) of socio-demographic variables which bring unique and significant contribution to clarification of the attitudes of respondents, by agreement with particular statements. Statements are categorized according to contents to the ones containing to attitudes towards employment in foreign countries and the ones referring to attitudes towards traffickers and victims of trafficking.

Table 9. Socio-demographic characteristics of the sample as predictors of attitudes towards trafficking and risks related to employment in foreign countries (significant variables in multiple regression equation)

Criteria variables	Predictor variables (standardized beta coefficient)					R
	Sex	School	Class	School results	Mother's educ.	
1. Offer for employment abroad which you are told from someone you know well is completely safe.	- .165* *					.165* *
2. Working in a foreign country ensures good earnings	- .109* *		-.103*	-.085*	-.109* *	.216* *
3. One does not have to possess a legal working permit – it is easy to obtain one once in a foreign country		-.079 <sup>a</sup>				.079 <sup>a</sup>
5. If one does not like the job, at whatever point one can give up and return to home country.	-.069 <sup>a</sup>	-.152* *				.175* *
2. Traffickers look like real criminals – it is easy to recognise them	-.095*	-.192* *	-.098*	-.091*		.303* *
6. A girl who is proposed marriage after a short dating and offered to go abroad can trust the person if she thinks he is in love with her	- .202* *	-.071 <sup>a</sup>	-.101*			.245* *

<i>Victims of trafficking mostly know what they get involved into.</i>	-.082*	-.230*	-.090*	.282*
		*		*
<i>Girls become victims of trafficking because they need money and do not have other means of getting it</i>	-.075 <sup>a</sup>	.112*		.144*
		*		*
<i>Victims of trafficking deserve help from authorities and our citizens</i>	.107*	.138*		.186*
	*	*		*
<i>9. I think I could never become victim of trafficking</i>			-.086*	.086*

<sup>a</sup> p=0.05; \*p=0.01; \*\*p=0.001

As it can be seen in Table 9, in the sequence of predictor variables, participants' gender appears to be the most significant variable which, independently from other socio-demographic influences, significantly predicts responses to eight out of ten statements defining attitudes towards traffickers, victims of trafficking and risks of employment in foreign countries. As a significant social variable, in addition, appear also the age of respondent and the type of school.

The course of correlation shows that girls in general are more cautious, less inclined to high-risk behaviour, better informed and have a more positive attitude towards victims of trafficking. The answers of superior quality schools' students and senior students show similar characteristics.

Gender considerably determines the concurrence with the statement that girls after a short acquaintance can accept marriage proposal and offer to go abroad, where girls agree less with the statement. Disagreement with this statement is occurs more often with senior students, gymnasium and four-year vocational schools students, compared to three-year vocational school students. Girls are also much more cautious concerning employment in a foreign country if offered by a person they know. Disagreement with this statement is connected only to the gender of participants. Girls are less eager to believe that it is possible to earn easily a lot of money abroad, similar attitude show students of better educated mothers, students with better results at school and senior students.

Gender might also explain responses related to misconceptions and underestimation of the danger of trafficking, as well as negative attitudes towards victims of trafficking. Such answers are more typical for men, and even stronger predictor of such negative attitudes and lack of information is the type of school, where the students of three-year vocational schools form the highest risk group. Type of school, for example, i.e. lower quality of education, greatly determines misconceptions of students, such as the one that they can whenever quit the job they dislike and come back home from abroad immediately, and that they do not need official work permit for short term employment in a foreign country. The only predictor variable that relates to the agreement with the last statement is the type of school. Besides, the type of school is the strongest predictor of agreement or disagreement with the statement that traffickers look like real criminals. With this opinion gymnasium students agree less, together with, as indicated by other

significant predictors, students with worse results in school and younger students. On top of that, type of school is the most significant predictor of certain attitudes towards women-victims of trafficking. Gymnasium students the least tend to blame victims by the supposition they know what they are getting involved into, and with this statement agree less senior students and girls. The type of school and gender in addition determine the opinion that victims of trafficking deserve help. Less favourable to the statement that girls become victims of trafficking due to lack of money and impossibility to get it some other way are girls and gymnasium students. The content of this statement can have double meaning, i.e. it is not completely clear what has been measured by it. On one side, this statement expresses the opinion that poverty is the reason for trafficking in girls, and sympathy towards the victim, but most likely it reflects their negative attitudes towards prostitution and a belief that money can be earned in some other way. In concordance with this conclusion are also positive attitudes of gymnasium students and girls towards victims of trafficking. Other data show that girls and gymnasium students also have more positive attitude towards gender equality.

The belief of students that they can never become victims of trafficking is related only to their age, i.e. younger students agree more with the statement. Other socio-demographic variables (size of the place of residence, father's education and the assessment of the financial status of the family) do not have significant contribution to clarification of responses to statements expressing different attitudes.

Results in general show that men, younger and vocational schools students tend to underestimate the risk to become victims of traffickers, as well as that they to higher extent adopted such attitudes and believes which could make them incline to high-risk behaviour, and have less capacity to face negative influence and attempts of manipulation of traffickers. That is why preventive activities and different forms of informal communication of the youth should be aimed not only to raising the awareness and information on trafficking problem, but also to change of misconceptions, to promotion of tolerance to differences, to education on equality of gender and human rights, as well as to strengthening of their own capacities to face hazardous situations, such as learning strategies to manage stress and problem solving and strengthening of self-respect. The differences between the results of girls and boys can to great extent be explained with different models of socialization of male and female children. Girls are less prone to taking risks, they show better results in school and invest more energy in education and are more conformed to the demands of their environment. In accordance with a more traditional understanding of gender role, many parents are more apt to control female children, to warn them about high-risk situations and behaviour, while such behaviour is more tolerated with male children and are considered as a part of their gender role.

In the context of analysis of the attitudes towards different aspects of trafficking in human beings, we were interested to inspect more closely what students think which jobs and activities are mostly used as a "bait" in order to deceive young people and make them potential human trafficking victims.

Respondents estimated to which extent suggested jobs were risky for boys and for girls, deciding with 0 to 100, where “100” means hundred percent possibility of deceit and “0” no possibility for the deceit. Table 10 quotes different jobs or activities and an average estimation of possibility that a girl or boy gets deceived.

Table 10. Average estimation on exposure to risk of becoming victims of trafficking with regard to the type of job they have in foreign countries, by gender (on the scale from 0% to 100%)

Job	Risk for a girl		Risk for a boy	
	<i>Rank</i>	<i>Estim. risk (%)</i>	<i>Rank</i>	<i>Estim. Risk (%)</i>
Entertainment job in hotels, bars, etc. (dancer, singer)	1	81,5	2	46,3
Marriage contracted through agency	2	74,4	1	58,2
Model or mannequin	3	69,8	3	44,3
Waiter	4	65,9	4	39,6
Chambermaid/boy	5	48,1	9	21,2
Child care	6	47,9	12	15,3
Help in house	7	43,9	10	20,1
Tourist travel	8	37,6	6	30,6
Work in factory, workshop, private business	9	33,3	5	35,4
Different courses, language course etc.	10	31,3	7	24,5
Elderly people care	11	28,8	11	15,4
Farm work (picking fruits etc.)	12	26,3	8	24,3

Jobs or activities considered to be of highest risk by both girls and boys, are the following: entertainment industry work in hotels, restaurants and bars, marriages contracted through agencies, work in fashion industry and work as water/waitress. Students hence conclude that the possibility that girls become victims of trafficking while doing such jobs ranges between 65,9 and 81,5 percent, while the risk for boys is much smaller. Contracting marriages through agencies is estimated to be the most risky activity for boys, with the risk higher than 50 percent. Relatively risky jobs for girls, with the estimation from 43,9 and 48,1 percent, are considered domestic labour, child care and maiden works. For boys, work in factories, workshops or private entrepreneur and tourist travel are considered risky, but with less possibility to be deceived.

Estimations of students are gender standardized, which partly reflects the opinion that girls are exposed to bigger dangers in social life. Girls indeed are more often victims of trafficking, especially in sexual exploitation, but recently there are more and more cases of children-victims of sexual exploitation, among whom there are many boys. There are other forms of trafficking in children, such as forced labour, bonded labour, forced begging and criminal activities with children of both genders as victims. Estimations of students show that they consider the majority of jobs to be more risky for girls, only the work in factory, workshop or for private entrepreneur they estimate risk to be

higher than for girls. Activities like tourist travel and farm works are estimated about equally risky for both girls and boys. Differences in estimations for other jobs might be explained with the claim that girls prefer certain jobs more adequate to their gender role (child care, domestic labour, care of elderly people) and are more often employed in such positions. However, this can not explain big differences in risk estimation for girls and boys of some other activities, such as working as waitress/waiter or learning foreign languages in a foreign country. Those differences are probably also influenced by attitudes of students towards the role of men and women, and their knowledge about trafficking which mostly implies only one form of trafficking, i.e. trafficking in women for sexual exploitation. The data also reveal a need for better informing the youth about other forms of trafficking in children and methods used by traffickers for recruitment for different jobs. How important it is to educate young people, give them proper information, and is clearly indicated also by the results of the study related to their professional goals, intentions to migrate to foreign countries and motives for such decisions.

### **3 Intention to get employed either in the country or abroad and motives for migration to foreign countries**

#### **3.1 Professional intentions, experiences with temporary employment and motives for job search**

To the question what they are planning to do after finishing high school, 60,8 percent of students responded they wanted to enrol to university, approximately each fifth high school student (21,7%) would like to start working, while the others did not decide yet.

About half of high school students (47,8%) have never worked for money over the summer holidays or in the course of the year, some 7,5 percent have tried to find a job, but have not succeeded. Experience with part time job in the course of the year has had 44,3 percent of them – out of which 26,7 several times, 15,3 percent only once. A small number (2,3%) of high school students state that, along with school, they have permanent jobs (helping in family farm, modelling, child care, commercial activities, catering, administration).

Students who stated to have any kind of working experience (N=421) also responded to questions about motives of their employment, encircling one or more proposed answers. More than three thirds (781,%) of high school students state the main motive to be earning money for themselves, and only 7,6 percent mentioned intrinsic motives for employment, i.e. they wanted a particular job because it seemed interesting and gave them possibility to learn something new, while for 13,1 percent of high school students it was important that job was easy and well paid. Almost every tenth student (9,7%) who has had working experience, decided to work because of boredom, to kill the time. Along with suggested motives, a smaller number of students (1,4%) state some other reasons like a wish to help parent, getting work and life experience, having fun or for the sake of friends.

Among the young who have had working experience (N=421), nine of them had unpleasant experience at work. In the descriptions of such experiences

most commonly we can find statements about difficulties with clients (for example, in entertainment - conflicts with guests, fights, drunkenness; in trade – insulting from client's side, “courting and touching”, unpleasant and rude people, especially men; insulting comments for those who worked in gas stations etc.) Other complaints refer to inconvenient position of freshmen at work, incorrectness of employers, problems with payments and hard working conditions.

Questioned whether they were ever thinking about accepting a job in a foreign country over the summer or a job, respondents could encircle one or more proposed answers. More than one fourth of high school students (26,9) have never intended to work over the summer or temporarily abroad, along with that, every tenth (10,5%) student would be scared to go alone, 8,5 percent of them would not like to be far from the family, and 2,3 percent of students considers that working would take off the time for studying. Among them, there is 18,5 percent who are not sure whether to accept a job abroad, because they have never thought about it. Along with this question, apart from answers referring to reasons why not to accept a job abroad, there were proposed answers expressing a wish to work abroad. The most popular reason for acceptance of a job in a foreign country is a wish to learn the language, to travel, to meet new people and see new countries (37,7%). However, 15,7 percent of students would accept any kind of job only if it is well paid, and a smaller number (4,1%), probably from dysfunctional families, going abroad to work sees as an opportunity to go away from the family. To open question about other reasons for going abroad for a part time job, responded 1,9 percent of participants, stating they would accept it only if it is safe, if they could live with family or if they could get experience in view of their profession.

Students who stated that, for different reasons, they would accept a job abroad over the summer or part time (N=620), also replied to the question which jobs they would accept if offered. The most acceptable of all for girls is child care and therefore 57,9 percent would accept such job (Table 11). Every fifth girl (20,8%) would accept to work as a model. The next most acceptable jobs are helping in households, working as waitress or chambermaid. The most acceptable for boys is work in factory, in a workshop or for private entrepreneur and 40,6 percent of them would accept it as a part time job abroad. Every fourth student would work as waiter (25,1) and 13,8 percent would not mind working in a farm. The least attractive job for boys is care of elderly people, and for girls a job in entertainment industry in hotels or bars. For 12,6 percent of the young who would accept to work abroad, the suggested works were not acceptable, and some of them state other, for them, more attractive jobs. Those are mostly jobs related to their professions, driving and computer industry jobs, trade or tourism.

Table 11. Percentage of the young who would accept jobs abroad over the summer or part time (N=620)

Jobs	Respondents (%)		
	<i>All</i> (N=620)	<i>Girls</i> (N=337)	<i>Boys</i> (N=283)
Child care	35,6	57,9	9,2
Work in factory, workshop, private	24,5	11,0	40,6
Waitress/waiter	19,8	15,4	25,1
Model	16,1	20,8	10,6
Domestic labour	12,9	18,4	6,4
Farm work (picking fruits etc.)	12,1	10,7	13,8
Chambermaid/boy	9,4	13,6	4,2
Entertainment job in hotels, bars, etc. (dancer, singer)	7,4	6,8	8,1
Care for elderly people	6,5	9,8	2,5
Any job, even unpleasant if it is well paid	4,8	1,2	9,2
None of the above	12,6	11,9	13,4
Other jobs	8,2	4,7	12,4

In the part of the questionnaire referring specifically to trafficking in human beings, students were to estimate the extent of the risk for girls and boys to become victims of trafficking, while performing such jobs. Their answers are shown in the Table 10. If we compare the answers from Table 10 and 11, we can conclude that the jobs of dancer or singer in hotels and bars, which were estimated to be of the highest risk for both girls and boys, would be accepted by 6,8 percent of girls and 8,1 percent of boys. For the girls such jobs are the least acceptable, and for the boys they are still more attractive than serving in a hotel or taking care of elderly people. Rather risky they estimated for both genders also modelling or work as mannequins, and such jobs would be accepted by every fifth girl and every tenth boy. A relatively risky job of waitressing, every fourth boy and 15,4 percent of girls would accept. Relatively risky were considered also working in factory, workshop or for a private entrepreneur, but such jobs would be accepted by the biggest number of boys. Girls prefer child care, which is also estimated relatively risky.

As mentioned before, to the general question whether they have been thinking to accept any kind of job over the summer or part time, as many as than 15,7 percent of students from the total sample responded they would accept any kind of job, if well paid. Student who stated they would work abroad and those who were still indecisive (N=620) were asked a question about the kind of jobs they would accept, where they were offered the answer specifically stating that, beside a good salary, the job might be unpleasant. Table 11 data show that in such case 4,8 percent of student would accept any, even unpleasant job, if well paid. Those young people, who give bigger importance to good earnings than to the own safety and welfare are the strongest potential victims of traffickers, and among them there is more boys (9,2%) than girls (1,2%).



### 3.2 Assessment of reliability of information on employment and risks related to job search

The following table contains figures showing the number of students who stated that, in job search situation, some sources of information they would consider secure. In this case it was possible to encircle more than one answer. The young mostly trust the information given by closer family (50,5%) and legitimate employment agencies (44,4%). Student services are assessed as less trustworthy and it ranked lower on the list than recommendations from friends and acquaintances. The least trustworthy has been considered the information obtained through the media, and Internet is considered more reliable than newspaper advertisements or information on television or radio.

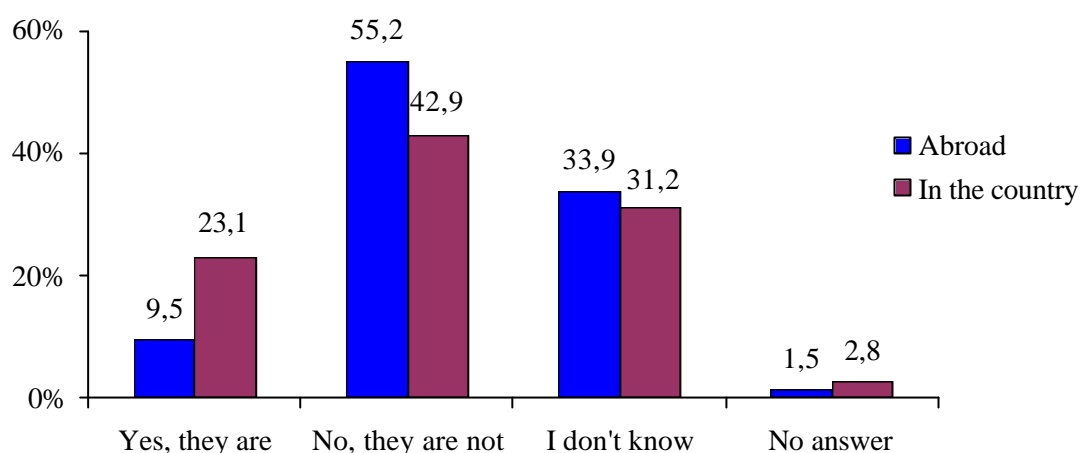
Table 12. Assessment of the reliability of source information on job offers (N=950)

Reliable sources of information on job offers	Number of resp.	% respons.
Recommendations by closer family	480	50,5
Legitimate employment agency	420	44,4
Recommendations by friends and acquaintances	312	32,8
Student service	284	29,9
Internet information	161	16,9
Newspaper advertisements	137	14,4
TV, radio	86	9,1
Other	12	1,3

In spite of caution expressed towards less reliable sources of information on job opportunities, 16 percent of students would accept a job even if they are not well informed about conditions of work and the employer (out of which 3,5 percent under any circumstances, and 12,5 percent only if the job is well paid). Only 47,1 percent of students would not accept to work under such conditions, and more than one third of the young (34,3%) are not sure whether under circumstances given they would or not accept the job.

According to the opinion of more than half of students (55,2%), young people are not informed enough about possible difficulties and dangers connected with job search in foreign countries, and only approximately each tenth student thinks that the youth are informed enough (Figure 5). Students also state that young people have not acquainted with difficulties and dangers connected to employment in the home country (42,9%) and only 23,1 percent of students think they are informed enough. A considerable number of high school students who do not know the answer to the question also indicate scarcity of information of the youth about this topic.

Figure5. Are young people well acquainted with possible difficulties and dangers of job search in the country and abroad? (N=950)

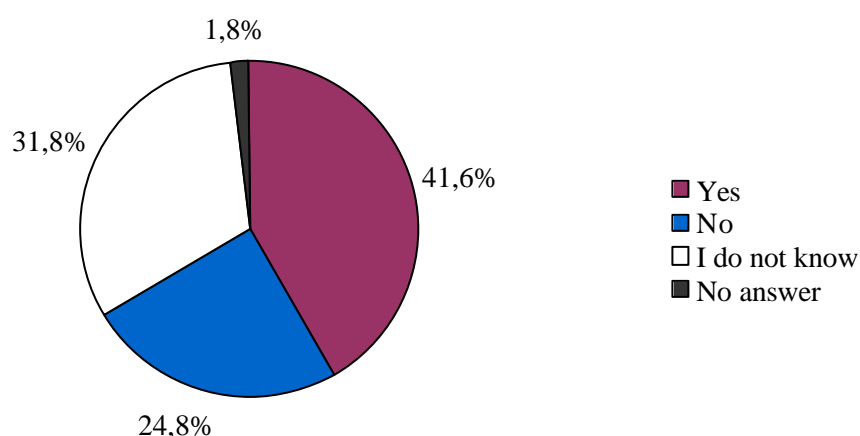


### 3.3 Intentions to migrate to another country and motives for leaving

Previously described results of the research refer to plans of the young for employment abroad over the summer or part time. Motives for migration to foreign country can be different, and one part of the young may plan even longer stay abroad. In this context we were interested in their migration intentions, i.e. how many high school students would like to stay in some other country for a longer period of time.

Answers to this question (Figure 6) shows that a considerable number of students, 395 of them or 41,6 percent would like to relocate for a longer period to another country, only one fourth would not like such a situation, and a little less than one third are not sure whether they would like to migrate or not.

Figure 6. Would you like to relocate for a longer period to some other country? (N=950)



To the question to which other country they would like to migrate responded 413 students, it means that the responses were obtained also from a smaller number of those who were not sure whether they would like to relocate. Among the responses there are mentioned some thirty different countries, and some of participants mentioned more than one country. Out of those who would like to relocate, about one fourth of students would like to relocate to the United States (25,2%), and same number to Germany (25,2%). The most desirable destinations are the ones into which migration from Croatia is traditionally bigger, so some of participants bind their future with relatives or acquaintances in those countries. Other countries appearing more frequently on the list are: England (11,1%), Italy (10,4%), France (8,7%), Austria (8,5%), Australia (6,1%) and Switzerland (4,8%). As a separately category were coded general responses given by five percent of students (for example, *any developed country*; *western countries*; *European Union countries*). There were also mentioned neighbouring countries, Serbia and Montenegro and Bosnia and Herzegovina, as well as Egypt, Mexico, China and Jamaica.

Table 13 shows reasons for migration, quoted by those students who would move for a longer period to another country (N=395). Here there was possible to give more answers. Emigrational intentions are with the majority of students influenced by a wish to see something new and get to know the world (63,8%), while better possibility of earnings stands at second place (57,7%). Those reasons are stated by more than half of students who intend to relocate for a longer period. One third would go to a foreign country for better prospect of studying and professional perfection, and one fourth because of better prospect for professional development.

Low prospect to get employed in their own country represents a motive to go abroad for about one quarter of the young and about same number would thus like to financially help their families. A possibility of a quality life without insisting on material aspect which can be found in other countries, i.e. nicer and more interesting life for the young, appears as more significant motive for migration than unemployment problem in the home country.

Table13. Motives for relocating for longer period to some other country (N=395)

Reasons to relocate to another country	Number of respon.	% of respons.
To get know the world, learn languages	252	63,8
Better earning possibility	228	57,7
Studying, professional perfection	133	33,7
Nicer and more interesting life for the young	116	29,4
Here there are no jobs	103	26,1
Possibility for better professional development	101	25,6
To help financially to my family	91	23,0
Better marriage possibility	19	4,8
To escape bad family situation	14	3,5
Other reasons	19	4,8

Based on those responses we can assume that emigration intentions of young people have been influenced not only by a wish to improve material standard, but a significant number of participants have also expressed a wish for professional perfection, learning foreign languages, improving life standard, caring also about non-material quality of life, i.e. bigger possibility to participate in social life and more qualitative free time.

In a research among high school students in Slovenia, participants were also asked a similar question about relocating to another country. Results are not completely comparable, because of the difference in questions and possibilities of responses, but they show a similar trend and motives for migration. Among Slovenian high school population there has been less of those who would relocate to another country (29,4), but also less of those who would never relocate (7,2%), 32 percent are not interested and 26,8 percent of the young are indecisive. Slovenian students would also mostly like to migrate to USA and Germany, and the reasons to leave are most commonly of financial nature, and secondly studying and curiosity (Zavratnik Zimc, Kavcic, Pajnik & Lesjak-Tušek, 2003).

#### 4 Attitudes and values as a possible risk or protective factors

In this study we also wanted to examine the attitudes of the young towards gender issues, their values and possible reactions to violence, in order to get a broader insight into characteristics which could enforce their capacity to face social problems such as trafficking, and which might represent high-risk factors for their development.

##### 4.1 Which values of life are more important for young people?

On the scale five degrees of Likert type, the young evaluated the importance of particular life values. Distribution of responses and average evaluation for each field are shown in Table 14.

Table14 Evaluation of values in life (N=950)

- 1 – Completely unimportant
- 2 – unimportant
- 3 – not important, not unimportant
- 4 – important
- 5 – very important

Values	% of responses						Average
	1	2	3	4	5	No res..	
Health	0,5	0,1	1,2	5,7	91,9	0,6	4,90
Friendship	0,2	0,2	1,9	16,3	79,6	1,8	4,78
Permanent Employment	0,2	0,6	2,5	21,8	73,2	1,7	4,70
Career success	0,6	0,1	8,1	38,7	51,3	1,1	4,42
Marriage and children	1,5	2,9	14,6	35,9	43,3	1,8	4,19
Entertainment	0,5	1,8	20,8	39,1	34,1	3,7	4,08
Money	0,2	1,5	16,5	47,9	32,6	1,3	4,13

Average evaluations show that all mentioned values are important or very important for young people. Rank lists of importance of particular fields are about the same when average evaluation of all respondents is the criterion of importance or the percentage of young evaluating particular fields as very important. For a large number of students, 91,9 percent of them, health is of very big importance. Four fifths of the young (79,6%) very highly evaluates friendship, and about one third of students state the same for permanent employment. Money itself is not as important to them as a stabile work situation or career success, which are evaluated as very important by about half of students (51,3%). Marriage and parenthood are not at the top at the current hierarchy of life values of students, although 43,3 percent of participants evaluated them as very important. Extrinsic and hedonistic values, such as money (32,6%) and entertainment (34,1%) are at the bottom of the hierarchy of the basic life values, although they are very important for about one third of high-school students.

We were also interested to find out how important for young people are values related to their intentions to move abroad for a longer period of time. Correlation analyses of the results showed that intention to migrate are significantly connected with some of the values. We are talking about relatively low correlations, and relation between variables show that students who evaluate entertainment ( $r=0,12$ ,  $p<0,001$ ), and money ( $r=0,14$ ,  $p<0,001$ ) higher, are more keen on migrating. A moderate but significant connection was found with higher evaluation of success in career ( $r=0,07$ ,  $p<0,005$ ) and paying less attention to health ( $r=0,08$ ,  $p<0,001$ ). Those students are in general most probably more inclined to a high-risk behaviour and are more extrinsically motivated. On the other hand, correlations between assessment of values of particular fields of life and motivation to learn more about trafficking through some form of education at school, shows that those students who evaluate health ( $r=0,12$ ,  $p<0,001$ ), marriage and family ( $r=0,11$ ,  $p<0,01$ ) higher, and money ( $r=0,14$ ,  $p<0,001$ ) entertainment lower, are more interested to learn more about trafficking. Therefore, students who have adopted values which represent possible high-risk behaviour protective factors, are at the same time more motivated to act accordingly, i.e. they want to be more educated and informed in order to avoid danger of becoming victims of criminal acts. Consequently, in the organization of various preventive programmes, there appears the problem of including also those young people to whom the programmes are most needed. Namely, young people who otherwise invest more in their personal development and are less liable to negative social influences are spontaneously more interested to join informal education programmes. That is why some important and increasingly important life topics such as trafficking, should be included, at least in smaller scales, into obligatory school programme.

## 4.2 Attitudes of the youth towards gender equality and violence

Our questionnaire included some statements expressing standpoints about gender equality. Students were asked to assess the concurrence with particular statements on a four degree scale. Responses are shown in Table 15. High-school students agree the most that men and women should be equally represented in responsible functions in society. However, evaluating actual activities, i.e. statements concerning the share of domestic work by boys and girls, the adequacy for girls to travel to the same extent like boy, on average, they agree less with such statements. When evaluating women's rights in our society, opinions are divided. 38,8 percent of students do not agree with statement that in our society men and women have equal rights, while 60,5 percent of students considers our society to be more egalitarian regarding men's and women's rights.

Tablica 15. Attitudes of young people towards gender equality (N=950)

- 1 – I do not agree at all  
2 – Mostly I do not agree  
3 – I mostly agree  
4 – I completely agree

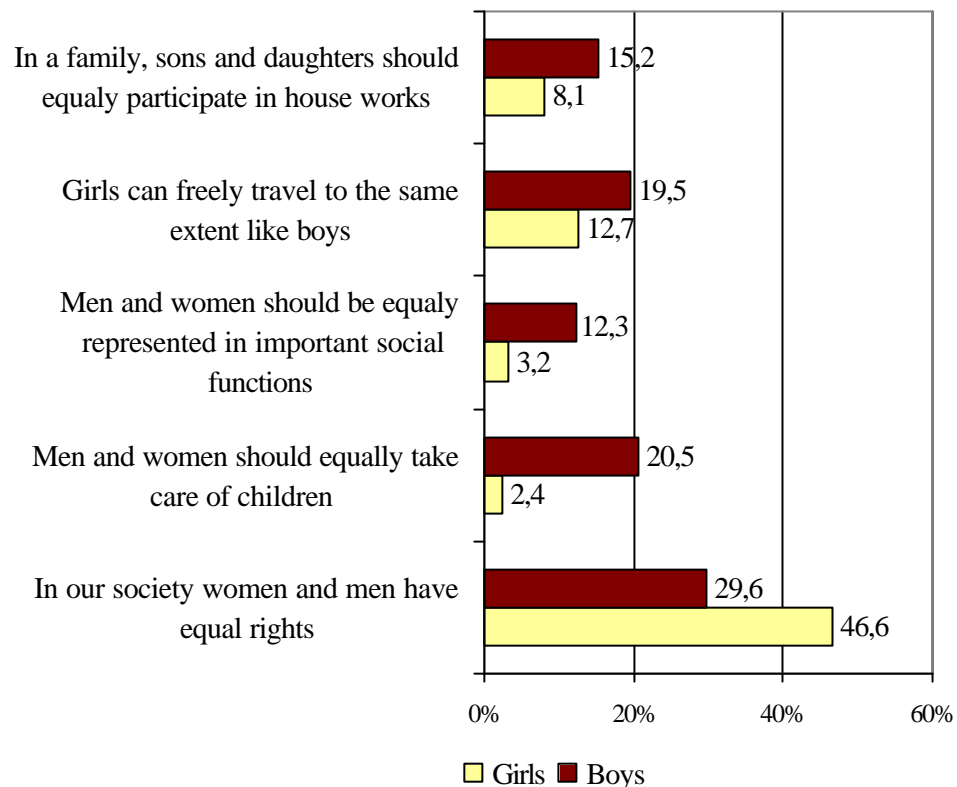
Statements	% of responses					Average
	1	2	3	4	No resp	
1. Girls and boys should equally help with house works.	3,7	7,7	43,6	44,3	0,7	3,29
2. Girls, just like boys, can freely travel anywhere.	6,0	9,9	27,7	55,5	0,9	3,34
3. Men and women should be equally represented in important social functions.	3,8	3,6	24,1	67,2	1,4	3,57
4. Men and women should equally participate in child care.	3,6	7,2	31,5	56,7	1,0	3,43
5. In our society men and women have same rights.	11,6	27,2	33,3	27,2	0,8	2,77

Although majority of the young consider that men and women, girls and boys should have equal rights, in their responses there is a certain reserve, since with statements expressing gender equality only 44,3 to 67,2 percent of respondents completely agree. With the opinion, for example, that girls and boys should equally share house works, only 44,3 percent of the young agree, and about the same number "mostly agree".

Those results, if presented as in Figure 7, in view of the percentage of respondents disagreeing with statements, show even more evidently that quite a number of young people have traditional attitude towards the role of a woman. This especially refers to boys. Approximately every fifth student, for example, disagrees with the statement that men and women should equally participate in child care (20,5%) and that girls, just like boys, can freely travel

wherever they want (19,5). It should be mentioned here that 12,7 percent of girls disagree with the last statement.

Figure 7. Attitudes of girls (N=510) and boys (N=440) towards gender equality - percentage of disagreement with particular statements (responses "mostly I do not agree" + "I do not agree")



Results of the variance analysis show that, with all statements, average evaluations made by girls statistically differ significantly from the ones made by boys. Girls in general agree more with the opinion that both genders should equally participate in house works ( $F=32,3$ ,  $p<0,001$ ) and taking care of small children ( $F=113,34$ ,  $p<0,001$ ) and that girls, like boys, can travel everywhere ( $F=12,54$ ,  $p<0,001$ ), as well as with the statement that responsible functions in society should be equally shared by men and women ( $F=1906$ ,  $p<0,001$ ). Girls agree less with the statement that in our society women and men have equal rights ( $F=39,85$ ,  $p<0,001$ ).

With additional analysis of results we wanted to determine whether their attitudes towards gender equality are connected to their attitudes towards victims of trafficking. The agreement with the statement "Victims of trafficking deserve help from the authorities and citizens of our country" indicates a positive attitude towards victims of trafficking. Results showed statistically significant connection between evaluation of this statement and responses to four statements measuring gender equality. Therefore, respondents having a more positive attitude towards trafficking victims at the same time agree more with statements that girls and boys should equally share house works ( $r=0,09$ ,  $p<0,001$ ) and occupation with small children ( $r=0,15$ ,  $p<0,001$ ), that girls can

travel freely, just like boys ( $r=0,14$ ,  $p<0,001$ ), and with the statement that responsible functions in society should be equally shared by men and women ( $r=0,19$ ,  $p<0,001$ ). These correlations are not high because we are dealing with different attitudes influenced by different factors. Anyhow, significant connection between responses indicate that traditional attitudes in one field influence attitudes towards other social phenomena, and are also connected to smaller tolerance towards others, the ones in less convenient situations.

Since trafficking in its basis includes violence towards victim and violation of human rights, we wanted to determine what young people think they would do if they happen to become victims of trafficking. Since violence in society, especially violence towards women, appears often in the context of close relation with other persons, we posed a question what they would do if a person they were in relationship with, would become violent towards them. In this case, more answers were suggested, and students were explaining how they think they would most likely behave.

Table 16 demonstrates percentage of girls and boys, and the part of students in the whole sample, who responded they would react in a particular way. Only each tenth student would in this situation ask for help from parents or friends. Significantly more girls than boys would ask for help from parents ( $hi^2=21,14$ ,  $p<0,001$ ) or friends ( $hi^2=32,59$ ,  $p<0,001$ ). Boys are less prone to ask for help maybe also because of their gender role. More often they state they could somehow find there own way out ( $hi^2=30,49$ ,  $p<0,001$ ). They also more often mention other possible reactions in similar situation ( $hi^2=14,79$ ,  $p<0,001$ ). Among other reactions stated by students themselves, there is mentioned retaliation in kind (for example, I would break her, I would beat him up, I would get even, etc).

Table 16. Most probable reactions of the youth if they would be in relationship with someone violent

Probable reactions to violence in relationship	% of respondents		
	<i>Girls</i> ( <i>N=510</i> )	<i>Boys</i> ( <i>N=440</i> )	<i>All</i> ( <i>N=950</i> )
I would break up	73,3	53,3	64,1
I do not think it could happen to me	9,6	21,8	15,3
I would consult my parents	14,9	5,7	10,6
I would consult my friends	14,9	3,9	9,8
I would find my own way out	4,1	14,3	8,8
I would report the person to police	8,2	8,0	8,1
I would ask for help in some non-governmental organization or state institution	3,1	1,6	2,4
Other	7,0	2,0	4,3

As the least probable reactions they state professional help search or reporting the case to police, and here there is no difference between boys and girls. Such attitude might partly reflect the opinion that violence happens to somebody else, which was the case also with the part of research concerning



trafficking. Participants also show lack of confidence in official institutions, and this could be one more reason why they are not very eager to ask for professional help. In any case, those results also show how needed further educational and preventive activities are, with the aim of strengthening young people to face not only dangers of trafficking in children and new forms of crime, but also other negative social occurrences.

### **The Analysis of the Responses of the Youth in Focus Groups**

In order to comprehend the high school girls and boys views on trafficking, their specific experience and perception of this phenomenon, the research study comprised also organisation of focus groups with high school students from all regions of Croatia. Since focus groups covered a circumstantial sample of 275 students, it is not justifiable to make general conclusions about high school population. Yet, based on the analysis of interviews it is possible to comprehend the perception of trafficking in the eyes of the high school students in Croatia and their knowledge of mechanisms that could protect them from potential victimisation.

Although we are dealing here with a circumstantial sample, the analysis of collected replies reveals a number of curiosities of the perception of the young people in Croatia of this complex and ultimately negative social phenomenon. While analysing responses of focus groups participants, first we wanted to define how well students have been informed about different aspects of trafficking in human beings, i.e. how many students in their responses mentioned a particular aspect of trafficking. It is worth mentioning that some respondents created their answers based on responses of other participants, and some other focus groups in their replies did not mention all what could be said about a particular topic. Consequently the interpretation of collected data does not comprehend a classical knowledge probing, but an observation and understanding of basic elements that, reflecting upon trafficking, young people take into the consideration.

#### **Young people's definition of trafficking?**

At the beginning of each focus group, participants delineated their own perception, namely, their definition of the notion of "trafficking in human beings", without being instructed and given suggestions that could influence the content of their responses. In their definitions high school students were emphasizing different aspects of trafficking. Many definitions included more aspects, so that the final sum of incidence of particular aspects of trafficking is bigger than the total number of focus groups participants.

Counting relative incidence of particular aspects of trafficking connected to the number of participants in focus groups, gave the answer to the question how many young people from the sample recognise separate elements of the integral definition of trafficking.

#### **1.1 Different aspects of trafficking**

In the first place we should emphasize that only eight respondents did not know what trafficking was, and three of them stated that there was no trafficking in Croatia. Very general definitions like "It is something very bad" or "It is trade in people", were given by 23 participants of focus groups. Therefore

we can conclude that 34 of them or 12,4 percent of all participants before the discussion did not have an explicit perception of trafficking.

In the majority of responses as the main characteristic of trafficking appears **human rights violation**. This aspect of trafficking, without stating specific rights, stands in for 42 answers. Threatening human freedom is mentioned in 19 responses, the right to live denial in seven of them. Loss of the identity right is mentioned in six answers, and denial of the right to express the opinion in four responses. Violation of human rights of victims is represented, therefore, in 78 or 28,4 percent definitions of trafficking.

1. Trafficking in human beings as a form of human rights violation of victims – examples of responses:

*It is a violation of human rights, because everybody has a right not to be imposed other people's principles.*

*... Trafficking in human beings is violation of human rights and deprivation from right to live a free life.*

*... I think it is when people remain without their rights and a possibility to decide about their lives by themselves.*

*Trafficking in human beings is when a person's right to live and right to freedom is denied, and a person is used as a source of earnings.*

*It is a proof how people do not care for other people's rights.*

*It is an unfair deprivation of rights from a human being and it should definitely be eradicated.*

There follow numerous definitions of trafficking that include relations among victims and traffickers, i.e. descriptions of the exploitation of victims and the violence from traffickers' side. Exploitation of people appears in 17 answers, coercion and exploitation in 10, disregard of victim's will in nine, violence and abuse in seven responses. Loss of identity appears in four answers. Ruling of the powerful over the weak has been mentioned in three answers. In this group of definitions we can include those which refer to manipulation and playing with people (4 responses) and exploitation (4 responses). In singular answers there appears ruling over life of another person, inhumane treatment, humiliation, indulgence, commanding to a human being, a proof that some are not friendly to another. In total, 66 responses or 24 percent include this component of trafficking.

2. Trafficking as expressions of violence and exploitation of a victim – examples of responses:

*I think that trafficking is exploitation of people. They are deprived from life they want. They are tortured, forced into labour they don't want (prostitution, etc) and they are objects for earning money.*

*Trafficking is a situation when powerful rule over powerless, their lives and do what they want with them.*

*It means imposing commands to a human being, i.e. a complete loss of rights, becomes a victim of the government, but with some of them it is their own guilt, like prostitutes, for example.*

*I think it is exploitation of people who are according to some criteria under our level.*

*I think it is forcing people to do something against their own will.*

Into this group of responses we shall include the ones stressing inhumanity and lack of ethics of such treatment of persons, and comparing a victim with an animal or objects. There is in the sample 26 responses or 9,5 percent which emphasize these aspects of trafficking.

### 3. Examples of inhumane and non-ethical attitudes towards victims of trafficking

*..... it's inhumane, illegal, it kills humanity in man as a conscious person who thinks, remembers, and a person is becoming a commodity, and nothing else, while every person should be free, so people should not be subject to trafficking, neither in white slavery nor for cheap labour, because all this is putting things backwards, everything that we have, as humankind, achieved up to now.*

*Trafficking in human beings, for me, is something totally inhumane, because it comes out that some people can not decide about their own lives. It also, naturally, proves that some people are not friendly towards others. People are not commodities. They are human beings who have their rights and should not be used for exploitation or for illegal purposes.*

*Trafficking in human beings is, in other words, considering a human being a commodity, which can be sold and bought, like potatoes.*

*Trafficking in human beings means abolition and stealing human freedom, treating persons as things, depriving them from human rights, right to live, annulment of human dignity and humanity.*

*It is something inhumane, humiliating....*

*According to me it is a violation of human rights and ranking human beings among animals.*

*I think some pet animals have more rights than victims of trafficking.*

Third most common appear responses **emphasizing illegality and criminality of trafficking**. That is, 17 participants in their definitions use the word "illegal", 15 responses contain the word "criminal offence", four "organized crime", and two responses contain the word "crime". Within the same group we can list responses mentioning slavery, in view of the behaviour described in the Criminal Law of the Republic of Croatia. There are 15 answers of the kind. Three participants mention "prohibited behaviour", which includes also the notion of deviant behaviour. Criminal, or punishable aspect of trafficking appears in 56 responses, that is 20,4 percent.

#### 4. Trafficking as illegal act and criminal offence – examples of responses

*Trafficking in human beings is a crime, it is highly reprehensible, those are people who have no morals or ethics, kidnapping people and treating them as goods no one normal can do.*

*Trafficking in human beings is a form of organized crime dealing with kidnapping people and slavery.*

*It is an unconventional deviant behaviour of a sick and backwarded mind.*

*I think it is a crime that trafficked people did not have their rights in the society, that is what made them victims.*

*This is a criminal act and illegal happening and all, but, if it is possible, why not trade with people.*

Many definitions emphasize motives of such activities, and they are most often **good earnings and material gain**. Trafficking in human beings is explicitly described as a good way to earn money in 18 responses, as trade in people for material gain in 11, enrichment in five and solving financial problems in two answers. Two answers mention a wish to earn money by both traffickers and victims, and one a passion for money. In total 39 responses, or 14,2 percent contain this aspect of human trafficking.

#### 5. Trafficking in human beings for material gain – examples of responses:

*People want to get rich, so from a poor country they pick young girls for prostitution or something and sell them to Western countries, they get the money and that's it.*

*It is nothing else but an effective exploitation of human resources and a good way to earn money.*

*It is good earnings on account of others.*

*It is a way to earn money for those who are not capable of doing something else to survive, in the same way a trafficked person gets involved into it because of money. Trafficked person by mere getting involved in such business, loses dignity and freedom of living, rights of other things, but they are not necessarily a main guilty party, there is always a leader directing the situation.*

*Trafficking in human beings means trade in persons, mainly women, for someone else's earnings, and the traded ones took the path also to make money, but they got into some kind of whirl..*

Many definitions comprise different forms of **forced labour of a victim**, as one of the goals of trafficking. That is how 11 answers mention cheap or free labour, illegal import of work force and black market are quoted in 5, while forced labour is mentioned in 3 responses. Considering the type of work, prostitution appears most commonly (16 responses). Two answers explicitly state physical labour and in one response there is mentioned forced labour in secrete services. In total 38, it means 13,8 percent of definitions include forced labour as a goal of trafficking in human beings.

6. Forced labour of a victim, i.e. free work force as a goal of trafficking – examples of responses

*Trafficking in human beings is an illegal coercion of persons to do what they don't want to do. Namely, trafficking is a very common incident nowadays in the world. Prostitution is some kind of trafficking in human beings.*

*Taking people to other countries and forcing them to work, but not for their benefit, but for the benefit of those who are forcing them. Naïve people today are the easiest to involve into slavery by those who are promising them good and well-paying job, all the privileges and often abroad, and then, all is one big lie. They are taken over the border and are in complete possession of traffickers.*

*It is when someone loses completely freedom, and some people are even taken to foreign countries and forced to work there, they can not even contact their families as they completely lose the identity.*

*It is an illegal import of people from abroad for work in our country.*

*It is when a third person sells someone else's workforce, without permission of the person, that is, when someone is forced into some work without pay and when the person is not treated as a human being.*

As a goal of trafficking, only in five responses there appears rape, sick demands of psychologically instable persons and marriage.

## 1.2 Trafficking methods

Focus groups participants often in their responses mention **kidnapping of persons** as one of the methods of trafficking. 31, that is, 11,3 percent of responses comprise such definition of trafficking.

7. Kidnapping of people as a method of trafficking – examples of responses:

*Kidnapping people from their environment, school, and workplace and forcing them to slavery, prostitution and so on, against their will.*

*Trafficking is a situation when criminals kidnap a person or similar, and then trade or rape the person.*

*Abduction of persons, with the purpose of forced labour..*

*Trafficking in persons is same like kidnapping.*

*Kidnapping people, it means, depriving them from their identity without their consent, so, by deception.*

Other methods of trafficking are represented to a much smaller extent. That is how **deception, lying and allurements** are mentioned in 17 responses, **false job offer** in eight, **trade in small or own children** in seven responses. **Job search** appears in four answers, **trade in ones' own body** in two. One response also mentions **trade in elderly and feeble persons**. These

methods of trafficking in human beings are represented in 39 responses, that 14,2 percent.

8. Different methods of trafficking – examples of responses:

*Under the notion of trafficking we consider forced taking away of persons, regardless of age structure. Deception and avoiding truth, i.e. telling lies, so that people “with the task” get in touch as easy and soon as possible with a particular person.*

*Under the term trafficking I consider a situation when someone takes away another person somewhere by deception. For example, we are looking for a job and there appears a good offer in for example Australia. Well paid, one could think it is too good to be true. And then, upon arrival, we find out that we have to work without pay, and not only seven hours, but the whole day...and thus we are exploited.*

*Trafficking is when one family sells their daughter or son to another family in order to make profit.*

*Trafficking in human beings is when a person for some reason, financial, family or other, sells own body. Those persons surely did not have another way out.*

*Trafficking in human beings is when some people tell nice things to the other and try to make them start a business together, later they are taken somewhere and are in given in possession of someone else, for the benefit of the other .*

A larger number of definitions comprise **taking people away to other countries or illegal border crossing**. Migrations caused by poverty are mentioned in 19 replies. Illegal border crossing and smuggling are explicitly mentioned in nine responses. In total, there is 28, or 10,2 percent of definitions that refer to this aspect of trafficking.

9. Relocation to other countries and illegal border crossing – examples of responses:

*Trafficking is a situation when people immigrate to other countries because they want to do it, but when they come to another country they come into hands of others.*

*It is re-selling of people to some other market, in some separate country so they can not be caught.*

*It is when they take you abroad, to some countries and then they do to you whatever they want.*

*It happens in countries where there is not enough money so they sell you. There come some rich people and buy, I don't know, 10 women and then re-sell them. For example, when some old bold man wants to have a very young women, so he buys her.*

*Trafficking in human beings is illegal transportation of people, mainly women from poor countries into developed countries. They are promised a decent work, but mainly they are thrown to streets to prostitute for people who bought them when they came to the country.*

Let us mention in the end the definitions explicitly mentioning **trade in organs** as a special form of this criminal act (there is ten definitions of the kind or 3,6% of total answers) and the definitions which place the problem of trafficking into a wider social context (8 responses, which makes 2,9% of them).

10. Problem of trafficking in human beings in a wider social context – examples of responses:

*I would only like to say that all this, those people who are kidnapping, they are pretty well organized and I can not really talk about it as I don't know much, but I think it is difficult to recognise them, an organization or something, and it is not necessarily only offering jobs, but people are also taken away by force. There is trafficking also here, but to grater extent in poorer countries and we simply have to take care. It is back to slavery. I think we should stick to human rights if we think we are on that level, otherwise we are not any better than old Romans.*

*... I think it is worse than any drugs or anything else.*

*I think it is definitely an exploitation of people, especially of those who are not educated and who are financially handicapped, who don't have a possibility to earn for living, live in ignorance, live badly and are therefore taken advantage of. It has its roots in slavery and feudalism.*

*I think it is a big problem of nowadays' society and it is spread all around, practically it can happen to all of us, to a person of any gender, any age and I personally don't want that it happens to anyone.*

\* \* \*

Previously presented analysis of responses to the question “How would you define the phenomenon of trafficking in human beings?”, enables us to draw some conclusions about patterns of perception of this social phenomenon in high-school population in Croatia.

Only a small number of focus groups participants do not know how to define trafficking in human beings, while the majority recognise certain elements of the United Nations' official definition. Not one participant offered the integral definition of trafficking. Yet, there is a general consent that it is a negative and criminal act, violation of human rights and uneven relations between traffickers and victims, with an emphasis on self-interest, financial gain and exploitation of victims.

A smaller number of focus groups participants equated trafficking with smuggling, while the others stressed kidnapping, forced taking away and trade in feeble persons (especially children). It is significant to emphasize that young people largely recognise links between trafficking and prostitution, with a particular emphasis on the awareness of forcing young girls into prostitution. Nevertheless, deception in the process of job search and offer, as a mechanism of trafficking in human beings, appears worryingly seldom. Further, participants of focus groups were relatively often equating trafficking



with classical forms of slavery, which indicates a lack of knowledge on modern characteristics of this social phenomenon.

It is important to stress that not one component of the definition of trafficking is represented in all responses, and most certainly many of participants were creating their definitions based only on the knowledge acquired during the course of the discussion, listening to their age-fellows.

Therefore we consider that the definition and knowledge about trafficking shown during focus groups is not satisfactory and consequently indicate a need of a more qualitative, systematic and comprehensive informing of the youth about the phenomenon, as a first and inevitable step towards its suppression.

## **2 Young people's sources of information on trafficking**

All focus groups participants were requested to describe the situation when they had first learned about the notion of trafficking, in order to get insight into basic sources of information available. The analysis of responses to this question unambiguously shows that the role of dominant source of information of the youth on trafficking in human beings is played by the media – television, newspapers, journals, and that the level of information of the youth are very different. In this question as well responses of participants included several sources of information, so that the total number of registered sources of information is bigger than the number of participants. Percentages were counted in relation with the number of participants of focus groups (N=275), in order to get insight into the incidence of particular sources of information.

In relation to that, as many as than 24 focus groups participants stated they had never been acquainted to the notion of trafficking, and seven participants said they had seen some titles, but they were not interested in them. In total 31, therefore 11,3 percent of participants have never had any information on trafficking. To this group of responses we can add responses of those focus groups participants who equated trafficking with slavery and connected it exclusively with the black race. Those students were most frequently stating that they had learned about the conception of trafficking through history lessons (there is 12 such answers), or watching movies and TV-series (mentioned in 11 responses). If we sum up those categories of answers, we get a fact that 54, or 19,6 percent of focus groups participants have not been appropriately informed about contemporary forms of trafficking.

### **11. Responses indicating low level of information on trafficking of the youth :**

*I have heard about it on television and read in papers, I don't exactly know what because I was only watching titles.*

*Trafficking in human beings in underdeveloped countries is nowadays reality, but also a big mistake of different social organizations that do little or nothing regarding that. Indeed, it is horrible, the very act is not humane. But, I haven't read anything in particular about it.*

*I have heard on the radio, I have heard something in Latinica (TV show). I can say I at the same time have and haven't heard, I did not pay attention.*

*I have heard about it on television, in movies about slaves. All movies with black actors are movies about slavery.*

*I have seen a movie about slaves.*

In most of the responses participants stated they had first learned about the notion of trafficking on **television**. 54 participants of focus groups state they have heard about trafficking on television, but they do not clearly remember what it was about and which particular broadcast it was. Five of them have heard about it on a foreign television (CNN, etc), while 32 focus groups participants have learned about trafficking through foreign movies and series. On the other hand, 18 of them have heard about trafficking in some informative transmission (news, "black press" etc.) and 12 participants while watching some documentary. Thirteen focus groups participants have learned about trafficking in Latinica television broadcast, one in Glamour Café and one in the Oprah Show. Only 11 were able to describe a case of trafficking for which they had heard on television. Television as source of information on trafficking is, therefore, mentioned by as many as than 148 participants, or 53,8 percent. However, since as many as than 57 respondents can not exactly remember what they have heard, we can conclude that only 91 of them, that is 33,1 percent, have more or less remembered the information got through television. And they differ significantly according to content.

#### 12. Examples of trafficking presented on television:

*First time I have learned about it is in a history lesson, but recently I have a feeling on television they are discussing about it all the time, not only about people smuggled across borders, but also prostitutes who are victims of trafficking.*

*I have seen something on television in a documentary about Eastern countries. It is mostly about male members of a family trading their females to Western countries for prostitution because they get money for that. They are mostly children from 19 on .*

*... recently there has been one Romanian case on CNN. They investigated one case, there was a group of boys aged 5 (the youngest) up to 15,16 years old boys, and there was those old paedophiles from England, and some strange Bulgarian and Italian women, and they were going through an agent to Romania, and for a sum of money they would pick some boys through Internet, and then go personally to Romania to try them (so called, sexual intercourse), when they would check the quality and quantity of boys and then buy them.*

*I have heard about trafficking in human beings on television, but I have never discussed about it with my friends or family. I remember now that I have seen in one series when one young woman applied for job through newspaper advertisement and in the end she was forced to prostitute.*

*I have learned about it on television. There was a transmission about trafficking in women. Women were going to foreign countries as they were offered to work in*

*domestic labour etc. When they came they were forced to prostitution and they were getting very little money. They were also beaten up.*

*I have heard about trafficking several times in Daily News, and once I have seen a documentary about some women from Africa who went to America through some person they knew and in they ended in the street as prostitutes.*

*I have seen it on television, in some foreign country, I don't know which, they were discussing how even some parents wanted to sell their own children.*

*I have seen on television about trafficking in children in the East, children exploited as labour force in big trade chains.*

An important source of information of young people on trafficking is **the press** (newspapers and journals). Newspapers as a source of information are mentioned in 56 responses, without quoting actual content of information, because participants could not remember it. Concrete cases that they have read about in newspapers were mentioned in 19 responses, three of them in Jutarnji list and two in Vecernji list. Different journals (Colours, Globus, Arena) are mentioned in 10 responses. National Geographic as a source of information on trafficking was mentioned by seven respondents. Written media, therefore, appear in 92, that is, 33,5 percent responses. Only 26, it means 13,1 percent of participants could interpret the information they had read about.

13. Examples of information on trafficking in the press:

*I have learned a lot from journals about parents selling their children, but I do not remember any actual case.*

*... in one journal there was written about an actual case of trafficking in women for prostitution. One woman managed to escape and she was telling how it was. She said it was very tough and so on.*

*... There was in National Geographic an article about one case in India, where small kids make necklaces and jewellery, closed in one house the whole day, 24 hours per day, they earn very little and the whole life like that. There are a lot of such cases. And many cases when people in little groups want to go to another country, and they go, illegally, not knowing with whom they go, they don't know them and then it happens to them. They are taken somewhere, I don't know.*

*I have read about it in journals. Especially in National Geographic. They were writing about some girls, they were taken abroad by deception, they were locked up somewhere and only let go out to prostitute. They were drugged so when they became addicted they would always come back for drugs. I have read also about parents in poor countries who are selling their children to earn money for themselves.*

*I often read in newspapers about attempts to cross Croatian-Slovenian border.*

*I have read in Vecernji list, quite a while ago, about parents from Africa who offered their children as cheap labour force. In order to have more money for themselves.*

*... they killed one girl, it was in Vecernji list. It is a good way that people see what's going on in the world. It happens that those people are not people any more, they are treated as someone's belongings.*

*I have read in newspapers how young girls looking for job go abroad and they can not come back.*

*There were cases in newspapers, even here, that parents simply sold their kids to make money. I have read about it in newspapers.*

*Some days ago there was in newspaper that some older man kept one Romanian woman locked in his house, threatened her and raped her.*

Other media mentioned, but much less frequently, are **Internet and radio**. Internet was mentioned by eight focus groups participants and radio by only four.

A bit more participants found out about trafficking **through posters (14 responses)**, different **advertisements** (8 responses), **campaigns**, i.e. actions (7 responses) and **leaflets** (2 responses). These sources of information were mentioned by 31, that is 11,3 percent of students.

14. Internet and advertising campaigns as sources of information on trafficking:

*About trafficking I have found out through movies, on the Internet and from newspapers. I read this morning that a German couple was selling their daughter on the Internet auction.*

*I bought a T-shirt with STOP TRAFFICKING IN HUMAN BEINGS on it and an explanation what it was, number of telephone to call. I can not now remember what it exactly said.*

*... I saw posters in school last year...*

*... Now in our school there are posters explaining what it is in fact and to whom it happens...*

*I have seen on the Internet about trafficking in children and I have seen posters around town about fighting against it.*

*There were advertisements on television that we should not let trafficking happen.*

Next biggest source of information according to the frequency of appearing in responses are **members of family** (parents, grandmothers, sister). Parents (mothers and fathers) are mentioned in 12 responses, only mothers in three and only fathers in three. Two replies mention grandmothers and one a sister of a focus group participant. Only 21, or 7,6 percent of focus group participants discussed in family circle about this problem.

15. Members of family as a source of information – examples of responses:

*I have heard about it mostly from my mum, even before it became such a big problem.*

*In the media you can not actually see anything about particular cases, because they never talk about that, only about some suppression, and a real proof that it exists is a movie filmed according a true happening, "Lila forever."*

*I have heard from my mother about an 18 years old girl taken to Italy and was tortured and forced to prostitution, and similar things recently about two men I have read in newspapers.*

*I have heard about it many times, because my dad is a bus driver and he warned me about it, but I have never read anything about it. I have heard also about a girl from Slavonski Brod who went to Italy looking for job and got a job, they were offering lodgings and pay. She was not writing regularly to her parents, several months they did not hear from her, and then, when they could afford it, they sent someone to look for her. She was found dead. Her organs were missing.*

*I discussed about that with my parents who had learned about it through the media. Newspapers, I think, but I am not sure. They have been mentioning it to me very often when I am going out.*

*I have heard about it from my parents, they have warned me to be careful that it does not happen to me.*

*I do not know exactly what, but my father works in the police, that's how I've heard about it.*

*... My granny's been telling me to watch to whom I talk and to be careful.*

A smaller number of focus groups participants have learned about trafficking through **discussions with friends and acquaintances**. Such situations are described in 16 replies (5,8%), out of which six of them talk about discussions with friends, while the others have heard about it from acquaintances.

16. Cases of trafficking students have heard about from someone in their vicinity:

*I have heard that a couple of years ago some 10, 15 girls were offered jobs in Germany. Like, they would have an apartment, food and big salaries. When they went there they never came back. One girl managed to run away. They made them slaves.*

*I have heard that people are promised jobs, they sign something, they don't know what, they are taken to another country and they get sold.*

*... I know about a case when a girl was kidnapped trying on pants in a dressing-room. She has never been found.*

*One girl went to Germany to get a job, but then, instead of becoming a cleaning lady, being tricked by a person who promised bigger salary, she became prostitute and could not get out of that any more. I don't know where I've heard about it.*

*... talking about a real case, I remember several years ago here in Croatia there was an organization that was giving to small children, it means in front of primary schools, some chewing gums with LSD, with labels. When a kid would lick the label it would get drugged. I do not know how they collected those kids, anyhow, they*

*collected them and tried to kidnap them or something. I remember the case, I don't know how true it is.*

*I have heard that in Bosnia, I don't know exactly where there is a club where trafficked women are working. And everybody knows what's going on there and that those women are not there by their own will, but the authorities do not react as they are using them also. Everybody pretends not to see, there was even an interview in the club with one of those women. All is known, but no one is doing anything.*

With similar incidence (15 responses which makes 5,4 percent) are represented the answers quoting **school** (4 responses), **teachers and class-masters** (6 responses) and **school lectures** (5 responses) as sources of information on trafficking.

17. School and teachers as source of information on trafficking – examples of responses:

*Once I was hitchhiking and my ex class-mistress gave me a lift and we were talking about that.*

*My ex class-mistress from primary school was telling me about it.*

*I have heard about it via media, television, newspapers, but I have also discusses with my friends and even with one teacher about it. Her subject is not strictly bound to that, but during her class we were discussing about it.*

*I have heard about it at school, from parents and in different media, television and newspapers. Some people were stating examples, for example, kidnapping of a woman while she was travelling with her husband.*

*We had a lecture at school, we were talking about advertisements, and how we should not trust in them.*

In the last place according to frequency of appearance come the responses mentioning **personal experience with trafficking in human beings**, or experience of people close to them.

18. Personal experience of the young or people close to them connected to trafficking:

*... When my cousin was in Turkey for holidays, a man turned up in the street and asked if they wanted to sell some from the group of them who were together. They were shocked. They say it is very common in Turkey. And Kosovo, Cambodia. And China.*

*I know one example of one girl has a boyfriend who is dealing with trafficking, he is transporting people. His name was in the papers the other day.*

*Well, I've learned about it in such a way that I almost lived through it, that is, me and a girlfriend of mine, but we managed to run away and no one has ever found out about it. Later, I was trying to inform myself a little, I've read a poster in school and started to think seriously about it. I think traffickers are all around us.*

*I've first heard about it when I was a kid and when my sister was almost stolen by Turks at the airport. I was 6,7 years old, it was an ugly experience, but luckily everything came out well. My sister had mistaken our uncle for one Turk, but it came out well.*

*My cousin was taken from Germany to some other country. It's very sad that such things are happening. She managed to escape, but I do not know the details.*

*For example, 3, 4 years ago, my brother, he is suffering from Down syndrome, went out to play, as every day, I also went out to go to a shop and I saw my brother talking to a guy, the guy was opening the car where there were already two women sitting. This man resembled our father who is working abroad, you can believe how frightened I was. I came to my brother and asked what was going on, and the guy just looked at me and pretended he didn't understand. And my brother was already with one foot in the car. If I had gone to shop three minutes later, who knows what could have happened. I was in shock the whole day. I've never told about it to my parents, they would've been terrified. You know, such children are very manageable, it is practically impossible to make them be cautious. They should be under surveillance all the time, but it is often impossible, and my brother needs movement.*

\* \* \*

Already a brief insight into the previously presented analysis of the focus groups participants' statements referring to the task "Describe one example of your encounter with trafficking!", shows the dominant role of the the media (television and newspapers) in informing young people on this phenomenon. This has been already shown by results of the field research. Beside that, the analysis of responses of the focus groups participants indicates that the information obtained differ in content and in type of trafficking in human beings they are referring to. Therefore, in many answers it is observable that equation of trafficking with smuggling (such information mostly comes from informative programme) and classic forms of slavery which could be seen in movies and series or in history lessons. It is possible to conclude that approximately each fifth participant of focus groups has not been informed about contemporary forms of trafficking in human beings.

If we pay attention to the contents of responses which include actual cases of trafficking, we can see that they refer to a variety of trafficking patterns, from trading in own children, kidnapping, murdering people for trade in organs, to applying for attractive but false jobs offered in advertisements. This group of responses refers to focus groups participants who are relatively well informed about trafficking, but their share in the total sample is rather small. Besides, only mostly fragmentary knowledge on the phenomenon is again revealed. A more complete knowledge on trafficking is characteristic for participants whose information on trafficking comes from different sources (the media, school and parents or other members of family).

For this survey it is of a particular interest that role of school and teachers as a source of information on trafficking for young people is almost totally insignificant, mentioned only in 5,4 percent of responses.

Considering assessments on spreading and growing character of trafficking in children and youngsters, stated in the first part of the survey, the level of information and knowledge of the young on this phenomenon is in no way satisfactory. Consequently, we are of the opinion that the responses of focus groups participants incessantly signify a need of immediate systematic information on trafficking for the youth, as is anticipated in the National Programme for Suppression of Trafficking (Gotlicher, 2002) .

### 3 Becoming victim of trafficking – how it happens?

In order to get insight into the reflection of the youth on patterns and channels of victimisation of trafficked persons, we asked for their opinions about main ways of becoming a victim of trafficking. To this question, majority of them gave multiple answers, and only 13 of them, that is, 4,7 percent, stated they did not know anything about it.

As the most common pattern of victimisation appears **abduction** (72 responses), which includes **allurement** (5 answers) and **incapacitation with drugs** (5 responses). Two participants pointed out wealth of a victim or victim's family as a reason for abduction, and 9 of them mentioned abandonment from a group or desolation in a foreign country. According to this, abduction as a form of victimisation is cited in 93, or 33,8 percent of responses.

#### 19. Examples of responses quoting abduction as the most common pattern of victimisation:

*Trafficking in human beings might happen in developed and underdeveloped countries. For example in a big overcrowded city, anything can happen and no one would notice anything, someone has already mentioned Africa. There are kidnappings in places where no one notices anything.*

*It is when someone kidnaps a person, it simply happens. And a person doesn't want it.*

*For example, a rich family having a child with a serious illness, it's dying, let's say, for heart condition, and then they organize kidnapping of another child and take his heart and put the heart to their child. It is trafficking with the purpose of trade of organs.*

*One can most commonly become a victim if someone dopes him, the person loses the consciousness and is taken somewhere.*

*I think one of the reasons is wealth, for example someone kidnaps a child from a very rich family and sells it back for big money.*

*Anyone can become victim: they can easily give you some drugs and take you wherever they want, and the worst is that it can happen in the middle of the day, because our police are too slow to react efficiently.*

*An adult is offering chocolate to kids, .."would you like to come to my car"... and they get them.*

*Someone makes you come to his apartment and then kidnaps you.*



Focus groups participants are also relatively often stating **false advertisements** as a pattern of victimisation (33 responses), **deception in job search situations**, (22 replies), accepting false job offers (16 responses), persuasion to accept some job (5 replies), offering easy earnings (3 replies) and signing business contract without studying them thoroughly (3 responses). Hence, it is observable that active job search is recognised as a possible pattern of victimisation by 92 participants, that is 29,8 percent. To this category of answers we can add those stressing **characteristics of a potential victim of deception**, such as, carelessness, ignorance, lack of experience, being young, stupidity, being naïve and uneducated (27 replies), hastiness and lack of information (17 responses). Those features of potential victims are mentioned by 44 or 16 percent of the focus groups participants.

20. Patterns of deception in job search and features of potential victims – examples of answers:

*I think it is different from case to case. Stories I've heard or read about trafficking were often based on thoughtlessness of people. I think we today live in a pretty decayed world and that stories like "come to us to work in Italy or Germany" are stupid. NO one today is so good to help that much to another. This is my first opinion. Second is that a victim might also be taken away by force, kidnapped, without being asked for opinion. In any case, I think we are talking about who do not take enough care, they are full of complexes and they go by honeyed tongue offers.*

*People seeking jobs, many girls are being abducted as they become secretaries, they go to other countries with their bosses and never come back, persons in contact with night clubs and late hours (prostitutes<sup>9</sup>, although this is not a rule, we are all endangered.*

*One can become the victim of trafficking if wants to make money quickly, people go abroad without knowing what is there waiting for them. For example, some don't become house maids but work in brothels. People should be better informed.*

*My mother told me a story about a girl of 19, two years ago she was baby-sitting, and everything nice and her parents were proud how she was earning money in a well off family. One day when she was going to work she met a man who asked her about her work and said that he would also need a baby sitter for his children in the evenings when his wife and he go out. She gave them telephone number and one evening she really went to their place. They dazed her with drugs and took her to Macedonia. Her parents found out about that, but they still did not find her.*

*You can become a victim of trafficking if you are offered a job by a suspicious man, or a better life, and you consent to it without even sensing what is coming up.*

*One can very easily become victim of trafficking, especially young and naïve people. Usually through offers for jobs abroad with excellent work conditions etc. Many people would fall for that.*

*I think main patterns are different offers for attractive jobs here and abroad. Offers promising good money, comfortable lodgings and so on, but no one guesses what it is really about.*

Focus groups participants outlined also other characteristics of potential victims being possible patterns of victimisation. Majority of responses refer to poverty and wish for better life, but there are also mentioned numerous problematic conducts of the young, as well as other features of victims (insufficient education, wish for adventures, etc.) **Poverty and financial problems** of victims are quoted in 36 responses, wish for better life and easy money in 13, debts in six answers. Debt bondage with threats, extortion and revenge are quoted in five responses. In total, therefore, there are 60 responses, i.e. 21,8 percent of responses that emphasize financial, that is, material conditions which a victim is trying to improve as a pattern of victimisation. **Insufficient education of victims**, often linked to a bad material status, was pointed out as a specific risk of getting involved into a trafficking network by six participants.

21. Financial problems of victims and wish for better life – examples of responses:

*Material problems, money, wish for better life, people lie to them and they are certain if they pay a lot it will be worth it, it means, poverty and deceit.*

*Some people may even be well informed about it, but being so poor, this is the only option.*

*Some people live in such poor conditions that they have no choice and they go for it. However, it is possible to be poor and happy. Here we are talking about a subjective feeling of poverty.*

*People are craving for better life and fall prey to whatever persons who pretend to want their lives to be better, victims believe that someone wants to help and end up in a foreign country in jobs they have never done before.*

*People become victims due to poverty insisting on getting involved in trafficking, without thinking they will destroy their own life.*

Talking about **problematic behaviour of victims**, focus groups participants cited prostitution (6 responses), going out late (6 replies), contacts with unknown people (5 replies), bad company (4 replies), hitchhiking and accepting a drive (4 responses), suspicious business and helping traffickers (2 answers), running away from home (2 replies), alcohol and drugs consumption (2 responses), too much curiosity and inclination to adventure (2 responses). It can be seen that problematic behaviour has been emphasized by 33 participants, that is, 12 percent of focus group participants.<sup>11</sup>

22. Problematic behaviour of potential victims of trafficking:

*In my opinion, victims of trafficking are persons who blindly trust to foreigners and*

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<sup>11</sup> Problematic behaviour include abandonment from a group, which was already included in the analysis of the responses where the main pattern of victimisation, according to some focus groups participants, was abduction.

*make contacts with them too easily. I think most usual victims are children and young unprotected girls. In addition, it is more often persons who live alone or walk alone. Very seldom would a group of persons become victims.*

*I think one becomes victim through contacts with pimps and prostitution.*

*Unknown suspicious company, carelessness and thoughtlessness, and they are common in young people. Reason is alcohol, drugs, and so on.*

*Mostly when one is involved in “dirty” business, without being aware. It is very important with whom we associate, we have to know whether persons wish good for us or they are only using us.*

*I think easier prey is a prostitute than someone with normal behaviour, because they get in contact with thieves because they come to contact with thieves much more likely.*

*It starts with going out late, for example alone in night in the street. Right, there is not so much of it here but there is in bigger towns and other countries ...*

Next category of responses includes the ones quoting **wider social context as a pattern of victimisation**. In other words, reasons for victimisation are found in disagreeable life conditions in particular environments, societies, states. In this category the most mentioned notion is instability (12 responses, out of which 4 of them particularly emphasize war conditions), discrimination and disrespect of rights of particular categories of people – women, children, minority members (9 responses). Other answers include high unemployment rate (6 responses), poverty (4 responses), underdevelopment of a country and social awareness (4 responses), a need for cheap work force (1 reply) and social order (1 reply which refers to historical slave-owning). To this category of answers we could couple the ones mentioning a **wish to leave the domicile country** and a belief that better life can happen only abroad as patterns of victimisation (13 responses, out of which 4 refer to relocation to foreign country without verification). Social conditions in a country as a pattern of victimisation was therefore recognised by 50 focus groups participants, that are 18,2 percent.

### 23. Social conditions as patterns of victimisation – examples of responses

*I agree it can happen to anyone to be in the wrong place at the wrong time, but most of the cases happen in underdeveloped countries. Where women have no rights, where children have no rights, where children have no rights, and only men decide what happens with them. That is what leads to such situations.*

*Many people believe that everything is much better in the West, so they get involved in some stupid adventure and get in trouble .*

*I think victims of trafficking are mostly people from poor countries and poor people in general.*

*It is that someone’s rights are not satisfied so a person gets involved in all sorts of situation to solve it..*

*Those are uneducated people, black people, those with bad reputation.*

*That much that I know, trafficking is mostly happening in the East, victims being especially persons with very poor conditions, but I think it is also a problem for us, who live safely, because we think it is happening somewhere else and it could never happen to us.*

*When a persons is cheated to go abroad to work, mostly from Eastern countries, but instead of doing the offered job, the person is taken his passport away and other things and sell him. Those are mostly women, prostitutes.*

*When a person is abandoned or if it is of different race or sex, religion, and so on.*

*Living in a poor country and trying to find a better way to earn money and relocation to foreign countries.*

*Often those are persons seeking better job and better tomorrow, so they become victims. I think it is more women – girls, than men. I think they come from underdeveloped or less developed countries and are looking for jobs in order to support the rest of the family.*

As a specific pattern of victimisation focus groups participants quoted **trade in own children**, which is mostly motivated by poverty. This way of capturing victims was recognised by 16, that is 5,8 percent focus groups participants.

#### 24. Parents and poverty as a cause for victimisation of children

*Someone, for example has 10 kids so sells one of them – gets money and there goes the child.*

*I for example know one couple who could not get a baby, so they found a pregnant woman and she sold them her baby. It was happening in Italy.*

*I know a story, I've discussed with my room-mate, how one daughter of some people committed suicide because she had heard that her parents were going to sell her to a rich man. She was 17.*

*... some become victims because own parents sell them.*

*In countries with very low or lower standard when there are a lot of children in family and parents can not support them all, they sell them some people to make money and support themselves.*

A small separate group is formed by responses bringing attention to the problem of **disrupted family relations** as cause of victimisation. Out of total responses three quote problematic families, quarrelling within family members is mentioned in 1 response and lack of parents' control in one response. Such small share of the responses including family relations as a factor of victimisation of trafficked persons (1,8%) is explicable with the attitude expressed by the majority of focus groups participant – that trafficking in human beings is a world problem. Five responses (1,8%) according to which anyone can become a victim of trafficking, bring to the same conclusion. ( for

example, Victims can be children, women and old people, it can happen to anyone).

25. Disrupted family relations as factors of victimisation:

*... to this it can contribute a tragic or instable situation in the family and so on.*

*... a problematic family, for example mother and father are alcoholics or drug addicts*

*... lousy family relations, too many kids and not enough money...*

*... especially in families that we do not have good relations with parents, we decide for our own direction, for our way. There come up many possibilities and we think they will be good, and in the end it comes out bad, it is one kind of thoughtlessness, naiveté.*

**Love relationships and persuasion into marriage** as a possible pattern of victimisation was mentioned by three focus group participants. Hence, we can conclude that this aspect of trafficking for high school students represents still the great unknown.

26. Love relationships and marriage proposals as a source of victimisation – examples of responses:

*I now remembered one girl, she could now be around 23, she started to date one boy, and his parents were from England. After she finished secondary school he invited her to come with him and study there, like they would get married and so on. She went with him, her parents knew for everything. She did not call at all for some two months, and they got worried so they called to the number she had left, but it was some wrong number, unknown number no one knew what it was. After one year that they didn't hear from her, her father went to England to look for her, he looked at the faculty where she was supposed to study, looked all around, but nothing. Two years later, it means three years after she got missing, she called them, and said they did not have to look for her, she was happily married and that. Too quickly she put the receiver down. This was all four years ago and her parents now think she is a victim of trafficking, a prostitute. They have never found her. She is my grandmother's friends' granddaughter.*

*It can happen through those advertisements and so, but a girl can date a boy that she doesn't know who he in fact is, they can go out for a month or so, and he can talk her into anything. It can be anyone, someone you meet in a disco in the evening and you can go with him, I don't know, home, by car and you end up somewhere, God knows where.*

\* \* \*

This previous analysis of responses of focus groups participants to the question "Which, in your opinion are basic patterns of becoming a victim of trafficking?", brings attention to several factors of victimisation. They are, in short, abduction, poverty, job search, allurements (with false job offers

dominating), problematic behaviour of potential victims and trade in children. Some participants pointed out to wider social conditions in the countries of origins of the victims, such as poverty, unemployment and violations of human rights.

It can be concluded that the participants of the survey recognised majority of patterns of the victimisation in trafficking. However, the analysis of frequency of responses delineates that not all of them are equally well informed about all risks of victimisations, especially talking about a possibility of victimisation through false marriage proposals.

Further, it is noticeable that many respondents place trafficking in “the third world” countries, while the victimisation in Croatia seems to them to be a minor possibility, and it can, according to them, happen only to naive people.

All together it indicates a need for better informing of high school population about real proportions of trafficking, with simultaneous education about possibilities of suppression and prevention of trafficking. The content of certain responses (in particular the ones talking about the social awareness and different discrimination of particular social groups) points to a possibility of the use of knowledge of selected students in the process of informing and education of the others. Such approach would certainly facilitate the prevention of trafficking, and contribute to wider education and knowledge on human rights.

#### **4 Victims of trafficking and human rights**

Since trafficking in human beings undoubtedly represents a violation of human rights, we were interested to find out to which extent focus groups participants recognise specific human rights which, besides freedom, are being violated in the process of trafficking.

Here also a number of differences among participants could be observed, especially in the nomination of human rights as stated in the Universal Declaration of Human Rights, including civil, political, economic, social, cultural and other rights.

In connection to that, 30 participants, that are 10,9 percent, quoted that to the victims of trafficking all rights have been denied, without that they specified any, and 76 respondents, that is 27,6 percent, emphasised to freedom and what could come out of it. Specific human rights were stated in 170 responses, that is 61,5 percent of focus groups participants.

Out of the specific right denied to victims of trafficking, most often appear **civil and political rights**, i.e. freedom of life, freedom of speech, freedom of movement, freedom of thought, freedom of equality, egalitarianism and non-discrimination, right to dignified life. Right to live a normal, healthy, private and independent life is emphasized in 41, that is 14,9 percent of replies. Freedom of choice has been mentioned in 20, or 7,5 percent of responses.

Freedom of thought is mentioned in 33, or 12 percent of responses. Freedom of equality, egalitarianism and non-discrimination is mentioned in 20, that is 7,5 percent of responses, followed by freedom of movement (15 replies, or 5,5 %) and freedom of speech (14 replies, that is 5,1%), out of which one participant stressed freedom of public expression. Right of each person to legal identity is singled out in 14, that is 5,1 percent of responses, while the right to dignified life is recognised by 13, that is 4,7 percent of focus groups participants.

Right to marry and have family (family life, healthy family, happy family, and right to have parents) is mentioned in 13, which is, 4,7 percent of responses, and right to love and emotions in 11 responses, which makes four percent. Right to relationship with friends in mentioned in 9, that is 3,3 percent of responses, and right to communicate with others in 6 responses, which makes 2,2 percent.

A smaller number of respondents recognised other rights from this category: right to privacy of life (5 responses), right to vote (5 responses) and right to be informed and know the truth (5 responses). There follow the citizenship and homeland rights (4 responses), freedom of worship (4 responses), self defence right (4 responses), freedom of privacy (3 responses) and right to personal security (3 responses).

Right to justice, i.e. rule of law, which implies right to the legislative equality for everybody, is mentioned in two replies, and right to personal belongings, political rights, right to live without violence and right to express own will, in two responses as well.

Individual responses mention right to start legal proceedings, right to basic needs, right to grow up, right to act, right to adequate life conditions, right to happiness. Only one participant singled out the right to sexual freedom.

Examples of responses mentioning civil and political rights of the victims of trafficking:

*Nothing matters, gender or age, no one cares whether children or adults are in question, all the rights are denied.*

*Right to freedom, to organizing own life as you like it, not that someone imposes things.*

*All the rights come from freedom: political rights, loss of right to private belongings, right to worship, right to start legal proceedings.*

*Commodities are for trade, not human beings, persons, that is how their freedom is lost, right to chose, freedom of thought, private belongings, if a slave dies it is not important to anyone, like someone killed a fly.*

*It is in the first place right to freedom, I think everybody should have their own freedom and no one is possessed by another. Everybody has right to love, freedom, entertainment, respect, life, and victims of trafficking do not have any of those.*

*Right to live, I think they have, but no freedom, right to love they have, talking about emotions for someone and the other way round.*

*I've heard that captured person stays without documents, it means loses identity right.*

*Those persons are denied freedom of speech, freedom of expression, they are separated from their families, friends, and denied the right to be what they are, and equality with others, which is a right that everybody should have.*

*Being victims, they first lose their freedom of life, and together with that all other rights are lost, for example, the right to chose a goal in life, what it stays is right to live, that is they stay alive for someone's benefit.*

*Freedom, independence, freedom of thought, decision making, right to entertainment, those are all rights which victims of trafficking do not have.*

*So, every person has right to freedom, doesn't have to be in anyone's possession, to have right to move freely around the streets without being frightened that someone would attack. Everybody has right to have fun, love, job, everybody has right to be respected, whoever he is, right to confidence, truth.*

*When a person is a victim of trafficking, he has basically no rights, besides from the right to talk. He doesn't have his freedom, right to make decisions, freedom of movement, because he is captured, no right to live, and his own life. He is detained. Has to obey whatever someone says and work. No rights for necessities of life, no love. Such people are only commodities to traffickers, they do not care for the rights, they only think of their own profit to their benefit.*

*...basic human right to be alive.*

*...right to express my attitudes without anyone interfering.*

*...right to be a person.*

*In the first place it is a denial of the basic human right, and that is freedom. In all aspects. They are denied dignity. They are denied almost all rights they should, as reasoning persons, have. And I will say again – they are turned into animals.*

*Persons are separated from their families, environment, friends, they are forced into slavery, forced to comply with other people's wishes and act according to other people's will.*

*Victims of trafficking are denied freedom, they live through traumas and fears, and in fact they have no rights at all any more. Someone else rules their lives, someone wiped their lives away, and in return they've become slaves, what is left for them is uncertainly.*

*Right to equality is denied, right to physical freedom, they are disdained, they have no freedom of speech in any sense, but it doesn't always have to be like that.*

*Human right to freedom is denied, freedom of thought and act. A person stays without passport, without ID, that is, loses identity. Loses his basic human right, right to be a person.*



*Victims of trafficking are withdrawn a basic right of all, and that is a life worthy of a person, therefore, everybody has right to have family, right to have chance to feel love and learn how to give it. Mostly victims are denied their dreams as well, they can not like other people finish schools, find a job, have their dreams which would one day come true.*

*They do not have freedom, right of choice, right to live normal lives, victims are in constant in fear and suffering.*

*Victims of trafficking are denied freedom of speech, right to vote, right of expression and right to live, because in such situation our life is not considered ours any more, then right to choose, right to worship their religion, because prostitution often doesn't fit into our religious believes, and many other rights. Legislative rights of each person are denied.*

To another category belong responses mentioning **economic, social and cultural rights**. Right to work is mentioned in 26 responses, where 14 of them, or 5,1 percent include right to paid work, and 3,6 percent, that is 10 responses a right to a legal and normal, honest job. Right to choose profession is mentioned in six, that is 2,2 percent of responses. One participant have recognised denial of right to rest, one the denial of creativity, one the right to promotion, and one right to protection from exploitation.

Right to time-off is referred to in 13, that is 4,7 percent of responses, where in one reply a right to chose a hobby is pointed out. Right to free time is cited in 12, that is, 4,4 percent of responses.

Denial of right to education was emphasized by 14 , that is 5,1 percent of focus groups participants. Right to health, which includes right to healthy nutrition was mentioned by five respondents, right to primary health care (four participants), and right to hygienic living and working environment (2 participants).

Right to social security has been recognised by one focus group participant, and social rights in general by one.

Collective, i.e. global rights, were mentioned by five, which are 1,8 percent of respondents, out of which right to peace (3 replies) and right to humanity (2 replies).

28. Economic, social and cultural rights of victims of trafficking – examples of responses:

*...all what is left for them is the right to eat what they get and to do what they are asked to do.*

*... right to do what one wants, to feel as one wants, to eat what one wants, to be on sick leave when sick, to read a book, see a movie that one wants, to have a walk where and when one wants, one someone is captured, there is nothing left in that person.*

*Freedom, possibility of education, love and free time, family, sometimes also hygiene, health.*

*... right for one's place in the world..*

*... right to education and right to paid work, which means adequate living conditions..*

*Freedom of speech and thought, right to work and be paid for it. In fact, a person is denied a basic right, to be a person. Human being is characterized by freedom and no one has right to take it away. We are not gods to make judgements to others and impose ourselves.*

*I think the most denied is the right of every person to be free and dignified, right to earn money in an honest way.*

*Right to education, to parents, right to live ( trade in organs), health.*

*Right to normal life, I mean, persons who end like that, they are not normally fed, and they do not get anything like it should be.*

*Right to say when it's enough.*

\* \* \*

An insight into the previous analysis of the responses of focus groups participants to the question "Which human rights victims of trafficking are mostly denied?" will demonstrate that even 106, or 38,6 percent of respondents, in spite of additional encouragement of focus groups conductors, could not remember any specific right deriving from the Universal Declaration of Human Rights, and which is denied to detained persons. This fact indirectly indicates that students included in this survey consider human rights to be one kind of self-understood unity, and are not inclined to further specification or a more detailed explanation. That imposes a question of the extent of young people's awareness of the significance of different aspects of human rights, its recognition and affirmation, as a guide to their rightful and responsible integration into social community.

All focus groups participant together, however, managed to specify majority of rights quoted in the Universal Declaration of Human Rights, but none was singled in more than 15 percent of responses. This might be the consequence of their attempt to put themselves into the position of victims, and a lack of discussions about human rights in the family, school and in the circle of friends.

Considering the fact that the National Education Human Rights Programme of the Republic of Croatia which includes human rights education for young people and children from pre-school to secondary school age was established in the year 1999, and that politics and economy (including the teaching unit referring to human rights) make part of all secondary school programmes, we have to manifest a multiple dissatisfaction with the level of human rights knowledge demonstrated by our respondents.

Since we are dealing with the subject that the development of democratization and achievement of a satisfactory level of human rights respect in our society can not be imagined without, the conclusion is that trafficking prevention

actions must be included into educational human rights programme of the young. Such concept of the prevention of trafficking in human beings shall strengthen psychological and social mechanism and lessen the possibility of victimisation of the youth, and enhance the affirmation of human rights in general.

A need for development of psychological and social mechanisms to lessen the possibility of victimisation of the young with the purpose of trafficking is separately analysed in the following chapter.

## **5 Are young people vulnerable to trafficking?**

In this survey we wanted to find out the opinion of young people about the possibility that they themselves become victims of trafficking. In their responses they offered a numerous interesting arguments why they consider it either possible or impossible for them to become victims in trafficking.

Relatively frequently focus groups participants were stating that they **could never become victims of trafficking**. Such attitude is characteristic for 107 or 38,9 percent of the participants. But respondents from this group significantly differ in the ways they are explaining their points of view.

The biggest number of them consider trafficking not to be advanced to such extent in their vicinity that it would make them potential victims (21 responses), and four of them think it happens in less developed countries than Croatia. In total 25 respondents, 8,7 percent, believe to be protected from trafficking since it happens in some other places.

Being cautious, as a characteristic that makes them immune to victimisation is mentioned by 24 of them, that is 8,7 percent of respondents. Participants of the survey, for example, state to be avoiding anything negative, such as risk, contact with suspicious individuals. They would not sign a dubious contract, they would not get involved into suspicious business or a suspicious situation, and neither would they apply for untrustworthy advertised jobs. They know how to take care, they would not go abroad to work without a detailed examination of the facts, and they are avoiding unknown situations.

Among the participants who think they can not become victims of trafficking, quite common reply was that they were protected because they were not naive and submissive. Such opinion is expressed by 11, that is, 4 percent of the respondents. Their statements are, for example, that they do not trust in people who are flattering them, they do not talk to unknown persons, they do not "buy" stories easily, etc.

Next biggest group of respondents are the ones who believe not to be of any interest for traffickers, as they are not rich, they do not have characteristics which would be attractive for the purpose needed. Such attitude was expressed by ten, that is 3,6 percent of the focus group participants.

Among the participants in this group, seven (2,5 %) think they would know how to defend themselves if someone tries to kidnap them or recruit them (for

example, they know how to fight back, they would use manipulations, they are huge, strong, capable or too smart to be outwitted.

Five participants, that is 1,8 percent, consider impossible for them to become victims of trafficking since they are not poor, and one participant, to his material conditions making him immune to victimisation, added also his education. Education and well informedness as a satisfactory prevention from victimisation was pointed out by three respondents.

Some of them (5, or 1,8%) consider bigger the chance of becoming traffickers, while the one to become victims does not exist at all. Four participants consider themselves protected from victimisation by the people they socialize with (for example, they have good friends, they do not associate with dubious persons, etc) and three respondents think they could not become victims as they never go around alone, they are always with somebody.

A family characteristic (normal, reasonable families, trust in parents) as a preventive factor from trafficking in human beings was mentioned by three participants.

The other factors, recognised by focus groups participants as protection from potential victimisation are, for example, good social status, self-confidence, a more moderate level of curiosity and greed for money, conscientiousness, positive attitude and refraining from hitchhiking.

29. Examples of responses of the youth who think they could not become victims of trafficking:

*I can not become victim as I would never go to anything unknown, I know that things which look easy and good, in their essence are not good.*

*I wanted to say there is no chance, even if someone kidnaps me, as today I am educated enough and informed about it that no lie could convince me to go to slavery.*

*Mostly victims, if we are talking about abduction, are richer families. So their children become victims because of money and blackmailing. I am not so rich so I don't think anyone would be kidnapping me.*

*I think I could not become victim of trafficking as it in the end happens in the countries less developed than Croatia.*

*I could not become victim, because I think they are those coming from poor families, who have never had anything which other kids have, so they are missing it and they think it might be better, they talk them into it telling: you'll have money, you'll have a car, so they so they are manipulated, tricked into it.*

*No. Of which use could I be to someone?*

*It could not happen to me as I am quite careful.*

*I don't know what to say. Still I think the answer is NO. If I was offered a job in a foreign country I would first inform myself very well and check it. Well, in fact, I would not go to work to a foreign country. Only if it was offered by a person I know.*

*I don't think I could become victim of trafficking as I have a reasonable family and they would surely do something about it.*

*I doubt I could become a victim of trafficking. I do not see any reasons. This is a country where it happens rarely, but it happens, but still I am not too naive, I always check things before I decide and act, and anyhow I would not be of great use.*

*I think I could not under any circumstances become a victim of trafficking as in my vicinity where I go around and associate with people, there is no such dangers.*

*I think, because we in Croatia are surrounded by Serbia and Montenegro and Bosnia and Herzegovina, it is easier to become trafficker than victim, because to those countries you can import anything. Border with Bosnia and Herzegovina like it doesn't exist.*

Next group of participants is constituted of students who think **they might become victims of trafficking**, but there is only a very slight possibility, in fact, negligible, or on the other hand, they are not certain whether they could become victims of trafficking or not. Such opinion was given by 27 participants, or 9,8 percent. In general they think they are cautious enough and consider themselves to be protected already by their style of life, but are quite aware that no one is completely protected from possible victimisation. In this group also there is majority of respondents who think in places where they live trafficking is not developed to such extend that it could happen exactly to them, although one can never know. In this way, 6, that is 2,2 percent of the participant replied to the question. One student, for instance, thinks that he does not live "...in a place where trafficking is present, but something can always happen – someone puts something in your drink, misleads you". One girl thinks she might be exposed to the danger of trafficking as she sees herself as young and inexperienced, and, besides, she is searching for job, but she is a person who thinks things over several times and considers all the facts before making a decision. The risk of getting involved into a trafficking network due to the status (age, job search and marriage) was recognised by two more girls. One can think it can happen to her if she gets drunk, and the other one sees the risk in the fact that "...people who are in trafficking business have sophisticated ways of recruitment". Other participants think we can never know what is waiting for us (2 responses), and that the risk of trafficking gets smaller with the increase of knowledge about it (1 reply). Some participant think that there exists a general risk, but they do not socialize with such people, they would not allow whatever is done to them, they are not poor, they have normal families and other characteristics quoted also by respondents who considered themselves completely out of the danger of trafficking.

In total, 14 respondents (5,1%) expressed uncertainty thinking about possibilities to personally become victims of trafficking. They either do not know whether it can happen, or they are considering both options. Mostly we are dealing here with respondents who, from one side, recognise some risks (waiting for the bus on the way from school to home, abduction, general uncertainty), but on the other, they consider their own characters would protect them from becoming victims of trafficking (for example, leading normal

life, socializing with reliable people, not applying for dubious jobs, cautiousness, thoughtfulness, etc.).

30. Responses of focus groups participants who think they might become victims of trafficking:

*We might be in a little better situation, I mean, we have normal families, normal life conditions, but, as already mentioned, one never knows. Anything is possible.*

*In the first place it is stupid to say, because no one knows what tomorrow brings. Personally I have a very strong character and I have built my own principles that I follow, I'm not easily shaken. Besides, I'm very pessimistic and I think there are not many people wishing you well. I observe things very critically. But, It can also happen to me that someone kidnaps me or something, it is not something that I can decide about, so risk there is, although very small, I believe, as I live in a small place, not so much spoiled yet, that I personally become a victim of trafficking.*

*It is possible, but not realistic. Maybe by abduction, but even then I do not believe that they could just do whatever to me.*

*You never know. I hope I will not become victim. Only what I can do is being careful and thoughtful.*

*I also think it could not happen to me, there is a very slight possibility, and I do not think someone would kidnap me.*

*I think I could become a victim of trafficking just like any of us. Since I am young and inexperienced, I never know what someone might do. I have to find a job, and there I could face such things or in other situations, but I think it is not very likely to happen to me, because I always think several times before making a decision and I reconsider all the facts before something comes up and before final decision.*

*Well, on one hand, I could, and on the other, no. Yes, because every day I am waiting at the bus station and there is so many people stopping and offering me a lift, but I keep rejecting. But I am frightened with a thought that one day someone might force me in and take me away. No, because I know my friends and they are helping me always. Before any decision making I stop and think and ask for advice.*

*One part of me thinks I could and another that I could not become a victim. I never know what can happen tomorrow, but I think trust in your own self might help a lot.*

*I think here it is not developed so much, but I can and can not become victim – yes, if someone forces me into it, and no, if there is any way out. I would use any means to get out. I would kill, if needed.*

The most numerous group, nevertheless, is constituted of students who think that **there exists a possibility that they become victims of trafficking**. Such attitude was expressed by 127 (46,2%) focus groups participants. Here, the most numerous are those respondents who think it can happen to them only by kidnapping (48 replies, 17,5%) and those who think it can happen to anyone (30 replies, 10,9%).

A chance to be deceived mentioned 18 focus groups participants or 6,6% percent. They believe they might be deceived by a person they know, that they are naïve and too kind-hearted, that they could fall for a trick if someone would offer a lot of money, that anyone could take advantage of them and deceive them, streets are full of thieves and foreigners and no one knows what is awaiting outside.

Six (2,2%) focus groups participants consider they feel endangered because traffickers know very well what they are doing, they have learned their job well and they are very persuasive.

The opinion that all young people in job search are exposed to the danger of being trafficked is shared by five respondents (1,8%). Same number of participants stated that there is such possibility because they might always get incapacitated and thus prevent from resisting (5 replies).

Four respondents think that a moment of inattention is enough to find oneself in a position of a trafficked person, because there is always a possibility that we can not cope with a particular situation. Two participants explain the probability of becoming a victim of trafficking by a general uncertainty in the state and a feeling of lack of security.

In singular responses focus groups participants as a risk of victimisation mention a possibility to get lost in unknown city abroad or even bigger Croatian town, then ambition, curiosity, thoughtlessness of the young, a possibility to apply for a false job, a possibility of being in different crises. One participant concludes traffickers might be interested in him since, as being a sportsperson, his organs are healthy.

31. Examples of responses of participants who think there is a possibility that they become victims of trafficking:

*I think it can happen to me just like it can happen to anyone. For kidnapping we can not be responsible, but for applying to advertised jobs we partly are.*

*Only if I am kidnapped, if someone takes me somewhere and if I don't know the language I don't know how I would find my way.*

*I think in the place where I live there is no such danger, or at least I haven't heard about it, but I could become victim anywhere in some bigger town or travelling abroad where it is necessary to be very careful.*

*I think for all of us there is a possibility that something like that happens, because no one knows how life will go. For example, we live in an island, isolate from real, big troubles which are ruling the world, luckily we live like that, but then who knows what might happen to us when we go to a faculty to a big city, everything new...how would I know whom to believe when looking for a job.*

*It is possible, by force or personally, if I don't have a job and I would take any and you never know what might happen.*

*Well, I think I could become victim of trafficking because I trust people too much. Because I am just finishing school and I should find a job, and there is all sorts of people. Because there is no security in the world.*

*I think I could very easily. Someone takes me away from the street, I can be naive, and someone can deceive me, drug me and take me away.*

*I think those traffickers are so convincing that they can cheat on even more experienced people, let alone us young, this, about modelling, go out, and you fall for it.*

*I also think anyone could become a victim, you can be talked into it by your closest neighbour, whom you know the whole your life and trust him, and he cheats on you.*

*I think anyone might become victim because that's the last think you think about when you're leaving house. And you never know if someone is going to harm you.*

\* \* \*

Asked whether they could become victims of trafficking, 127 participants stated that such possibility exists, 27 that is not very likely, and 14 of them were indecisive. In total, therefore, 168 focus groups participants (61,1 %) consider they are more or less directly exposed to the danger. Hence, we can say that many of them think they are not protected enough, and that there exists a risk which might result with victimisation.

This information definitely should not remain ignored as it directly indicates a need to a clear and systematic communication with young people on patterns of protection from trafficking in human beings, and a prerogative for such discussions is undoubtedly a qualitative and thorough information about this phenomenon. The best illustration to which extent at this moment this is deficient are some thirty focus groups participants who consider that trafficking is happening to someone else, in some other remote countries and environments, as well as 107 respondents who for different reasons think they can never become victims of trafficking.

An insight into the analysis of replies to the question "Do you think you might personally become victim of trafficking and why?" suggests also other factors which confirm a necessity of a systematic work on the prevention of trafficking, including immediate informing of all secondary school students about the phenomenon. In the first place, a big number of participants consider they are cautious enough, not submissive and naive, therefore they could not become victims of trafficking. Much smaller number of focus groups participants recognised traffickers to be skilful and convincing (sophisticated) in methods of recruitment and decoy. Interesting to mention is a group of respondents who consider themselves to be unattractive and uninteresting persons, which protects them from abduction and recruitment for the purpose of trafficking.

It would be interesting to see to which extent those opinions would change after informing young people about all aspects of human trafficking, especially thinking that some respondents have already changed their opinion just for



participating in the focus group interview (for example, If there is no thing like that you would not be conducting this survey; Now that I'm better informed I'll be careful etc.).

## 6 How can trafficking be prevented?

Since the purpose of this survey comprises recognition of the most suitable models of prevention of trafficking and education of the youth on the phenomenon, the last question of this survey was aimed to obtaining information how, in the opinion of participants, trafficking could be prevented.

Focus groups participants, while replying to this question, offered numerous interesting solutions, expressing awareness that trafficking could most likely never be prevented totally, but that better protection of the young and other potential victims is a must. We would like to point out that in this category of questions as well participants offered more than one answers so the total number of analysed responses is bigger than the number of participants.

Among participants prevails the opinion that, in order to ensure better protection, there is an urgent need for a qualitative education of the citizens of Croatia on the problem, which is a logical consequence of the fact that a big part of respondents think they might personally become victims of trafficking (127 participants, 46,2%). Elaboration of an **educational school programme** was proposed by 64 respondents(23,3%) and a need for better **information for all citizens** (children, youth, parents and others) 33 focus groups participants (12%). Organized **education and information of parents**, in order to be able to timely educate their children and thus lessen the possibility of their victimisation was proposed by 21, that is, 7,6 percent of the participants. We can draw a conclusion, therefore, that 118 participants, that is, 42,9 percent, support some kind of education and information on trafficking in human beings with the purpose of prevention of this phenomenon.

Respondents stated a necessity of training parents to bring up their children with awareness of the problem, to warn them not to talk with unknown people, a need to teach protection methods to the young if they come to a situation like that, etc. Many participants expressed a wish to get acquainted with concrete cases and get concrete instructions on behaviour, as they think that is the only way to really become aware of the threatening danger of trafficking in human beings. At the same time, focus groups participants emphasized a need of preventive action in order to stop young people from becoming traffickers themselves.

### 32. Trafficking prevention measures suggested by participants – examples of responses:

*Children should from the beginning be brought up in such a way that they don't trust everybody, to know to tell good from bad, a feeling for such things has to be developed, some sixth sense. I think punishments must be much stricter, I don't know how they are now, but they should be terrifying so that people understand not to do such things. Lectures in schools on the topic would do well, to know what is good and*

*what not. Students should be taught not to become traffickers – they should get to know how they would end if they get involved in trafficking and they should know the consequences.*

*Since it can happen to anyone anywhere, lecturing should be organized in schools about actual events and how to protect oneself.*

*I think that the most important thing is to give information about it so that our age kids understand what it is and don't become traffickers themselves. Parents should start teaching children from early age not to go to unknown people's cars and similar. That's the most important, because that's the trick how they usually get them.*

*... Still I think we could have discussions about it included in some other subject, class meetings, or ecology or similar.*

*The young should be taught how to cope with such happenings, for example, to look for their embassy, ask for new documents and similar.*

*I think young people should be better informed, that some lecturing in schools should be organized, that parents should be informed and thought how to take care of their children, to educate them, warn them.*

*I think that both, victims and traffickers have confines which are not limited, they are allowed too many things. Some of them do it because they don't know what to do with themselves. They should be informed, not only children and parents, but maybe also grandparents and all others, because in their times it was different, there were less such happenings. It's easy to say for them "it was different in our times." They should also be taught how it actually is today, inform them so they can say to their grandchildren how to take care, if parents can not because they are limited in knowledge, they should be equal support as parents.*

*Young people should be informed better about what they get involved into, not that they have no clue, like us.*

Second biggest group of answers is the one mentioning a **need for different security measures in society**. The most frequent are responses suggesting better, more qualitative and stricter control of borders (31 replies, 11, 3%). An improved police efficiency is emphasized by 14 respondent (5,1%) and a need for their presence in streets (for example, police in civilian clothes, more police presence in places of social gatherings of the youth, police patrols in suspicious quarters of the towns, etc.) were mentioned by 11 (4%) focus groups participants. An opinion that better security measures imply a stronger engagement of the Government of the Republic of Croatia (more money, more activities, more people assigned to dealing with the problem etc.) was expressed by 8 respondents (2, 9%). Six participants (2, 2%) brought attention to a need for intensification of the activities of prevention and penalizing of corruption, four respondents mentioned actions against organized crime, and three participants think that the enforcement of existing laws should be carried out. Organized security at the entrances of schools and kindergartens and better control over employment and existing work places was suggested by three respondents. Same number of focus groups participants as a preventive measure against trafficking suggest instalment of

cameras to places of gathering of children and young people. A better control of Internet is mentioned by two respondents, while one of them suggests actions against prostitution. In total 88 (32%) of the focus groups participants, therefore, pointed to a need of a more qualitative and recognizable engagement of different security organizations and other social structures in prevention of trafficking in human beings.

33.Prevention of trafficking in human beings by introduction of security measures – examples of responses:

*Security on borders should be better organized, that they can not hide people and take them over.*

*I agree that law enforcement is important. There are so many regulations nowadays and no one follows them. No one is responsible for anything, everything is just on paper. Everybody has connections, smaller or bigger, and finds his way out.*

*I would introduce stricter penalties for those who are dealing with it, but a fact is that it is not one person, it's a whole system interconnected throughout the world. I believe that with help from people, modern technology and top-grade communication, results could be good....*

*... Corrupted institutions should be closed and same with corrupted big shots (politicians, different respectable persons, managers of big corporations)...*

*I think in the first place police should do their job properly,....*

*Honestly I don't think it can be completely prevented. Maybe superficially, some people always find their easy way out. Today we are all corruptible, well, not all but majority. My opinion is that it should be better security at the borders, airports, and so on. Police should be stricter. It should be known how to find those persons...honestly I think if our police were stricter, there would be less such happenings. Nowadays police is corruptible, so that people don't have faith in them any more.*

*I also think it should be stricter control on borders, I don't understand how some 50 persons can cross the border without that anyone notices.*

*Well, better security, and especially for our country because it's a tourist destination and many people come whom we know nothing about. Main leaders should be arrested who are responsible and bring corruption to an end.*

*If I had an absolute power I would make it much stricter on borders and I would rotate policemen on borders every two, three months, to prevent making connections and acquaintances.*

*Trafficking could be prevented by placing cameras around schools..*

Focus groups participants were relatively frequently mentioning a need for **rigorous penalties for committers of this crime**. As many as than 50 participants (18, 2%) think that stricter penalties contribute to the prevention of trafficking. Among them, seven respondents believe that a death penalty is appropriate sanction for this criminal action, while the others suggest life sentence, forced labour, long years in jail and similar.

34. Suggestions including the strictest penalties for traffickers – examples of responses

*For committers of trafficking the most appropriate would be death penalty.*

*I think stricter punishment should be introduced, not so much for the sellers as for buyers, for as long as there is a requirement, this will not stop, just like in any other trade. But when this is introduced, it will be too risky and less people will deal with it.*

*It can not be suppressed, but situation can be improved, so that convicts and other unwanted individuals are used for better purposes, that they are asked to severely pay for their crimes.*

*It should be a big punishment for trafficking in human beings, even death.*

*I would sentence traffickers in persons to a hard forced labour under strict surveillance. More people should be dealing with punishments for traffickers.*

*I think punishments should be stricter. So they understand. I think it should happen to them, that they feel it on their skin, that's the only way that it stops. Now they, let's say, kill someone and get 3 years in jail. What is that for them, nothing. They even enjoy it in jail, and once out, they continue with the same.*

*I know that here punishments are so small that no one is scared. Therefore, there will always be things like that.*

**Various measures of precaution** are suggested by 38 (13, 8%) focus groups participants. Mostly we are dealing with general responses pointing out a general precaution, including a precaution in job search (20 replies). Possession of means of defence is proposed by six participants, while seven of them propose self defence training in schools. The opinion that no one should walk the streets alone is shared by three participants. One suggestion is that streets should be well illuminated, one respondent would forbid hitchhiking for young people and one includes general stricter rules for young people (prohibition of late going out and similar).

35. Suggestions for suppression of trafficking emphasizing a need for precaution:

*It would be good if we learnt self defence skills in schools, so we could defend ourselves.*

*I think we should learn self defence in schools, how to protect ourselves.*

*In the evenings I propose some means of self defence, and for imprisoned traffickers who started and organized the whole thing I suggest death penalty, as many times victims also end up dead.*

*I also think carrying weapons should be legalized, at least some basic, slingshots, that people can defend themselves..*

*People should be advised not to be so naive and to be cautious.*

*I think we shouldn't get involved into things we know nothing about, we shouldn't accept suspicious jobs.*

*... I think each person who was offered a job abroad should carefully check what it's about and refer to authorised person....*

*... Before anything I would like to say that people should watch whom and what they are dealing with, that parents should keep an eye on kids all the time with whom they go out, but I don't have any proper solution.*

*I would suggest more restrictions for young people. Not to stay out long, to come home on time.*

*I would forbid hitchhiking for persons under 18 years of age.*

A need for **elimination of basic causes of** trafficking for which people become victims after all, was pointed out by 24 (8,7 %) of focus groups participants. Their responses refer to enhancement of employment possibilities, better payments, and general improvement of financial situation in the country, better standard for all citizens, economic development, and better living conditions. There are responses which point out a need for better protection of victims of trafficking, young people, homeless and poor people, better education for people, etc.

36. Elimination of basic causes of trafficking as a measure of prevention of trafficking - examples:

*People should get employed, that they have work and they don't have to look for it all around..*

*People should be given jobs, so they can live normally..*

*That government ensures all resources for better life, to employ young people, better control of state borders, bigger engagement with young people, and same with the older... to help people who couldn't make it in life, homeless people, drug addicts etc, because such people would always sell everything and give everything for better life, and find ways out of nightmares.*

*.... Then economy should be developed, that it is not the only chance for people to get money to sell themselves....*

*I think ... homeless and poor people should be given help, because they could become traffickers to live better and have a roof above the head.*

*We can not employ all people, and that would be perfect, that everyone has a normal job.*

*I think that in the first place the causes of trafficking should be recognised and suppressed, and that is poverty and lack of education, and trafficking can be prevented by better education.*

*I think a good job should be organized for everyone, that young people don't have to go abroad to find jobs.*

A separate category of responses constitute the ones suggesting **better media coverage of trafficking**, including television spots, advertising and thematic leaflets. This aspect of prevention of trafficking was suggested by 24 (8, 7%) focus group participants.

37. Better informing of young people on trafficking as an aspect of prevention:

*I also think we should learn about it through examples because we learn best through examples. And I think it should be more about it in the media. It should be spread all around so everybody hears and understands what's going on.*

*In think it should be more about it on television, so we are warned about the danger.*

*Young people, and everybody else, should be better informed. We all, more or less, said we'd heard about it in series, soap operas and similar, some leaflets should be made, talk more about it on television, and lectures should be given in schools. We know little about it.*

*The best would be to talk about it more on television, then more people would think: "Wait a minute, what's going on?" I think it would help.*

*I think they are good those television spots teaching children what is good and what not (UNICEF), you never know who is your friend and who is not.*

Among the focus groups participants there were also the ones who with their responses pointed to a need for a **wider social action**, including better recognition of human rights (4 responses), work on attitude change, i.e. belief that money and richness is the only way to happiness and satisfaction etc. (5 responses), promotion of citizens' activity (5 responses), arranging places of gathering for young people (sports facilities) and schools (2 responses). Only one respondent pointed out a need for "destruction of myths about better life in the West". Total of 17 participants (6, 2%) emphasized this systematic and coherent aspect of the combat against trafficking.

38. Suppression of trafficking through a wider social action - examples of suggestions:

*I think a work has to be done that people start having better values, that they don't use prostitutes and so. To make impact on society to improve values.*

*First it has to start with recognition of a human being, not to despise him, to give him a feeling of belonging somewhere, security, that's the basis.*

*I don't know too much about it how it could be eradicated totally, but in any case, human rights have to be emphasized, strict punishments imposed for even smallest crimes. It should be discussed with people, find out how people live, there has to be better organizations for better protection of children, that will prevent destruction of their future, not only heal their wounded souls.*

*It is actually the most important the equality among people, because fact is that traffickers behave towards victims as slave-owners.*

*... There shouldn't be difference among people, everybody should have equal rights, so there would be less victims of trafficking...*

*... If we think someone is suspicious and we believe he could be trafficker, he should be reported and his work checked and through him to get also other traffickers and grab majority of such people.*

Let us finally mention that 13 focus group participants did not know the answer to this question, 11 stated trafficking could not be suppressed, and four respondents think that trafficking in Croatia is not present to such extent to imply a need for more serious social activity.

39. Examples of responses expressing a doubt of a need and efficacy of prevention:

*It's important that we inform ourselves. But I don't think that only information itself would do, because it can happen even if we are informed. I have no idea what to do.*

*I think it is very difficult to suppress it, especially when we don't know how many cases there are, and, as we've heard, police is drawn in as well. I really don't know.*

*I don't know which are ways and means of suppression of trafficking because I haven't thought about it at all. I don't have any suggestions, even if I have, I don't think it could help, as this is really a huge, global happening and it will not be easy to eliminate it.*

*We are watching..Chinese, Albanian, Kurds and I don't know who else, they are transported by boats, hidden, to Italy, Germany. Still there is no such things in Croatia, Croatia is still a good country compared to those around. There is not so much of that around here so I think there is no need for any school programme or so. We are such small society that we are not in danger.*

*I don't know, today there is more and more such happenings, so I don't know can anyone cope with that at all.*

\* \* \*

The analysis of the responses to the question "Which ways and means of suppression of trafficking would you suggest?", in the first place confirms that young people are aware of a need for better and more qualitative system of information on trafficking in human beings. A need for different education models was expressed by 118 focus groups participants, and 24 of them quoted a necessity of better informing of citizens through the media coverage. We can, therefore, conclude that a need for a more systematic information system was recognised by more than half of focus groups participants.

Considering the contents of this category of responses, it seems reasonable to study several levels of education and informing citizens on trafficking. The responses of focus groups participants imply an expectation of broader information of all categories of inhabitants about the problem, while the youth in addition expect better protection from victimisation. This protection, from one side, includes educational programmes oriented towards actual

situations, and from another refers to wider social actions which would lessen the impact of existing causes of trafficking, including work on value system of the young, general protection of human rights, better quality of labour market, etc.

They also expressed a relatively high level of criticism towards functioning of social protective mechanisms, including policing, legislation, labour market inspections and Government's engagement. At the same time, many focus groups participants expressed the opinion according to which for efficient prevention of trafficking rigorous penalties are required. All in all, the impression is that young people believe in a need of establishment of a secure and fair system in which everyone shall be protected and where everyone shall bear the consequences for own behaviour, which in future activities programmes must not be neglected.

Suggesting patterns of suppression of trafficking, focus groups participants showed a satisfactory level of self-criticism, pointing to behaviour and personal characteristics that can cause victimisation. Such as lack of cautiousness in different life situations (for example, job search, fellowship) and high-risk behaviours like hitchhiking, moving without escort late in the night, uncontrolled consumption of alcohol.

Shortly, the young offered numerous aspects of trafficking prevention, among which education takes a prominent position. In the course of the youth education planning, it should be carried in mind their need for precise statistics, concrete examples and instructions on recommended behaviour for hazardous situations. However, what also should not be neglected is their request for better understanding and functioning of the society they live in.

## **7 The grounds for the planning of human trafficking prevention in the work with the high school population**

The survey results have shown that a majority of Croatian high school students, 89, 8 percent, is familiar with the problem of human trafficking. The youth from larger towns and students attending humanistic high schools are better informed than the others. Students are divided in their assessments about how prominent the problem of trafficking in persons is in Croatia, i.e. somewhat less than half of them (45.6 %) hold that it is a big or a very big problem, whereas the half of them believes that this problem is not very prominent in our country, or not as prominent as it seems from public discussions. Girls and older boys realize the seriousness of human trafficking problem to a larger degree. Approximately half of the young would like to learn more about human trafficking through a certain form of school education, one third of them are still not sure about it, but leave open the possibility of being included in education about this problem.

Even though it may seem that the youth is well informed about human trafficking, the qualitative part of survey has shown that the information they have is often superficial, insufficiently exact and incomplete, and that it is necessary to pay attention to the content of information they receive.



Participants in focus groups on human trafficking, high school students from all regions of Croatia suggested numerous points of interest that should by all means be born in mind in the planning of education and preventive activities. When defining human trafficking, the participants in focus groups especially emphasised violations of victims' human rights, inhumanity, non-ethics and culpability, relations of inequality between the traffickers and victims (exploitation, violence and maltreatment, coercion, disregard for wishes of traded persons, manipulation) and illegal border-crossing. As the motive for trafficking, they have most often mentioned profit and financial gain, through the trade in the victims' organs and forced labour (prostitution, work on the black market etc.). As regards the trafficking methods, the participants in focus groups most often recognised abduction, and quite often fraud, lies, allurements, false job offers, the sale of children, the sale of one's own body etc.

Generally, it can be said that the focus groups participants jointly created a complete definition of human trafficking, mentioning certain characteristics by which it can be described as "recruitment and/or transportation, transfer, hiding of persons by use of force or threats as well as other forms of coercion, abduction, fraud, deceit, abuse of authority or the position of superior, and other forms of duress with the aim of sexual or economic exploitation intended for making profit and obtaining gain of the third person and/or a group (pimps, procurers, traffickers and mediators)". However, not one of the focus groups participants recognised all aspects of human trafficking, and 34 students have never heard of human trafficking before participating in the discussion, or they identified it with the slave-owning social system.

The students' incomplete or wrong perceptions about human trafficking are most likely the consequence of the manner in which the young have been informed about it. The participants in the survey who have heard of human trafficking received most information about it through TV programmes (83,5 %) and newspaper articles (63,1 %). A considerably smaller number of young people have learned about it through posters, brochures and various promotion materials. Approximately every fifth survey participant heard about this problem from friends and acquaintances (21,9 %), and almost the same number of them learned about it through Internet (23 %) or at school (19,6 %). Only 17,4 percent of students said that their parents were the source of their information about human trafficking. Similarly, focus groups participants, as a rule, were informed about human trafficking through the media (television, newspapers, magazines, Internet, radio). However, only every second student could recall accurate information about human trafficking. As sources of information about human trafficking, the participants in focus groups also mentioned posters, leaflets, advertisements, campaigns, parents and other family members, friends and acquaintances – though a significantly smaller percentage of them (less than 12 %). Only 5,4 percent of focus groups participants mentioned school lectures and discussions with teachers as a source of information about human trafficking. The rarest source of information is personal experience, described by just eight participants in focus groups.

Information about human trafficking mentioned by the focus groups participants differ significantly and refer to a wide range of human trafficking aspects. The participants especially lack information about the presence of human trafficking in Croatia, and they themselves recognised that as a deficiency. The following trend can be perceived: the focus groups participants who have heard about human trafficking from several different sources (the media, parents and school) are better informed and possess information of better quality, but this group of students is relatively poorly represented in the sample.

Talking about the ways in which someone can become a victim of trafficking, the focus groups participants most often mentioned abduction, followed by active search for job, which includes applying for jobs, fraud, offers to make easy money etc., as well as personal traits of the victim (naiveté, gullibility, carelessness, hastiness etc.), poverty and desire for better life. Answering to the question about the ways of victimisation, some focus groups participants (less than 6 %) mentioned the trade in children and problematic families. Only three focus groups participants recognised love affairs and forced marriage.

Already on the occasion of defining human trafficking, the focus groups participants mentioned serious violations of victims' human rights. When asked to specify human rights that victims of human trafficking have been deprived of, the students mentioned:

- the right to life,
- the right to freedom of expression, freedom of movement and freedom of thought,
- the right to equality and non-discrimination,
- the right to dignity,
- the right to identity,
- the right to marriage and family,
- the right to love and emotions,
- the right to fellowship,
- the right to communication with others,
- the right to non-interference in one's private life,
- the right to vote,
- the right to information and truth,
- the right to citizenship and homeland,
- freedom of religion,
- the right to self-defence,
- the right to privacy,
- the right to personal safety,
- the right to equality before the law,
- the right to personal property,
- political rights,
- the right to life without violence,
- the right to expression of one's own will,
- the right to file civil law-suits,
- the right to basic needs,
- the right to grow up,
- the right to act,

- the right to adequate living conditions,
- the right to happiness,
- the right to freedom,
- the right to paid work,
- the right to legal and normal work,
- the right to the choice of profession,
- the right to rest,
- the right to creativity,
- the right to advancement,
- the right to the protection from exploitation,
- the right to free time,
- the right to the choice of hobby,
- the right to entertainment,
- the right to education,
- the right to health,
- the right to healthy nutrition,
- the right to health care,
- the right to hygienic living and working conditions,
- the right to social security,
- the right to peace,
- the right to humaneness.

It can be seen that the focus groups participants mentioned an impressive number of human rights that are denied to victims of human trafficking, as well as that their answers include civil, political, economic, social, cultural and other rights. However, it is important to emphasize that almost 40 percent of students could not recall a single specific human right, and the above-mentioned human rights have been mentioned in the answers of approximately 60 percent of focus groups participants. Additionally, no right has been mentioned in more than 15 percent of answers, which points to a relatively low level of knowledge on human rights among students included in this survey.

The largest number of survey participants (64,5 %) holds human traffickers and their desire for profit responsible for forcing women, human trafficking victims, to prostitute themselves abroad. In addition, more than half of the students (57,7 %) hold that the lack of knowledge and information about real dangers is a cause of trafficking in women for the purpose of sexual exploitation. The students also place responsibility on inadequate legislation (42,1 %), representatives of the authorities (29,4 %) and poor moral values (25,8 %). Nevertheless, a reason for concern is a high percentage of youth inclined to put blame on girls and women, victims of trafficking, and hold them responsible because of their credulity (50,6) and because they decide to apply for jobs and travel of their own will (29,4 %).

Similarly, the focus groups participants find reasons for victimisation in the sphere of human trafficking in the wider social context (poor living conditions, instability, discrimination and lack of respect for human rights, general unemployment, poverty, undeveloped state of the country and the state of consciousness in it, social system). Some focus groups participants especially

noted victims' high-risk behaviour, such as prostitution, hanging out with strangers, hitch-hiking, running away from home, getting involved in fishy businesses, adventurism and isolation from the group. The answers also show the students' view that trafficking in human beings exists somewhere else, in underdeveloped countries, whereas in our society that happens very rarely, to very naïve and gullible persons, i.e. to persons who, for different reasons, wish to leave Croatia or wish to considerably change their living conditions.

Even though the youth are prone to see human trafficking victims as naïve, impulsive and insufficiently responsible, most of them do not have a negative attitude towards them. Namely, two thirds of participants fully agree with the statement that victims of trafficking deserve help. In addition, more than four fifths (83,4 %) of the young people propose sanctions for traffickers as one of the measures in the fight against human trafficking, whereas a considerably lower percentage of young think that girls or women should be punished (8,6 %). Almost half of the students (47,3 %) propose that customers seeking prostitutes be punished, because they perceive them as a cause of problem. According to the opinion of two thirds of high school students, an important preventive activity should be providing information to girls and women about what they should do in case they fall into the trap of traffickers in persons. More than one third of students (38,1 %) also agree with the view that potential victims should be better informed about legal possibilities of employment abroad.

The survey results have shown that young people have a rosy view of life and work abroad. As many as two thirds of high school students agree with the view that a lot of money can be easily earned in another state, and just as many would feel completely safe if they would be offered a job abroad by a person whom they know well. More than one fourth of students (28,7 %) have unrealistic expectations regarding possibilities for legitimate employment abroad, believing that they would easily obtain work permit once they have already arrived in another country. Therefore, it is extremely important that in planning their future, the young be well-informed about real possibilities of legal employment and stay abroad, potential dangers and abuses to which they can be exposed, as well as about where and how to seek help if they will need it.

A considerable number of high school students (41,6 %) state they would like to move to some other country for a longer period of time. In the case of most students, migration aspirations result from the wish to experience something new and see the world (63,8 %). Another important reason for wishing to go abroad (57,7 %) is a possibility to make higher earnings. Other reasons include better possibilities for university education and additional education, better possibilities for career advancement, poor employment prospects in their own country and the wish to financially help their families.

According to the opinion of more than half of the participants (55,2 %), young people are not sufficiently informed about the possible difficulties and dangers related to the search for employment abroad, and 42,0 percent of students

also hold that they are not sufficiently informed about dangers related to the job search in their own country. 44,3 % of high school students had temporary jobs during the year or the summer season, and the majority of them state as the main motive for getting a job a wish to earn their own money. They have most faith in job information coming from their close relatives and information announced by the media. Despite the caution shown towards less reliable sources of information about jobs, 16 percent of students would accept a job even in a situation when they are not well informed about working conditions and the employer. Similarly, 46,7 percent of participants answered that they would accept a job abroad over the summer or for a shorter period of time. As the most frequent reason for temporary jobs abroad, the young people mention the wish to learn foreign languages, travel, meet new people and see the world. However, as many as 15,7 % of students stated that they would be ready to do any kind of job under condition that it is well paid.

The survey results show that the girls are generally more cautious, less inclined to risky behaviour, they have more realistic expectations, they are better informed and they have a more positive attitude towards human trafficking victims than the young men. In view of the mentioned characteristics, along with young men, boys, i.e. students of lower high school grades also belong to higher-risk groups, as well as students who go to schools providing a lower level of education (students going to three-year vocational schools). Therefore, preventive activities and different forms of informal youth education should provide not only information about the human trafficking problem, but also attempt to change their misconceptions, promote tolerance for differences, provide education about gender equality and human rights and encourage the strengthening of personal capacity of the young to face risky situations.

As many as 71 percent participants believe they could never become victims of trafficking. However, the analysis of answers given by focus groups participants has shown that more information and a deeper knowledge about this problem might contribute to a higher level of their awareness of dangers related to human trafficking. After getting informed about most important aspects of this troubling phenomenon, focus groups participants discussed the possibility of their becoming human trafficking victims. As many as 61,5 percent of students who participated in focus groups discussions expressed the opinion that it was more or less possible that they find themselves in such a situation, but 38,9 % still think they do not face such a danger at all. Nevertheless, it can be concluded that a majority of focus groups participants do not feel as being sufficiently protected and feel exposed to a smaller or bigger risk of victimisation. The reasons for such an opinion are the possibility that they be abducted, cheated by a known or unknown person, they could be tricked by recruitment methods because human traffickers are very cunning when realising their intentions, they would not know what to do in some situations etc. Some answers also point to the risky nature of the search for employment as well as unemployment, general insecurity in the country, the possibility that they get lost in a foreign town, the possibility of different crises, impulsiveness, ambitiousness etc.

On the other side, there are students who believe that they could not become victims of human trafficking in any way. They believe that human trafficking does not exist in the environment in which they live, they think they are cautious enough, they also believe that they are not naive and suggestible, they are not interesting to abductors, they know how to defend themselves and can defend themselves, they are satisfied with conditions in which they live (family and financial conditions), they are well educated etc. There reasons were also mentioned by students who are not sure whether they could become victims of trafficking in human beings as well as by those who believe that, perhaps, they could become victims, but think that the likelihood for that is minimal.

Generally, it can be said that answers given by focus groups participants about the possibility of personal victimisation reflect different perceptions that young people have about trafficking in people, which unmistakably speaks about the need for systematic information campaign and education about trafficking. At the same time, attention needs to be paid to a relatively high level of the feeling of insecurity and insufficient protection among the young population of our society.

This claim is also justified by proposals for human trafficking prevention offered by students. Every second participant in focus groups spoke of the need for information of better quality and education of the young, parents, but all other citizens as well. What is especially needed is information about concrete examples, the real presence of human trafficking in our society and efficient models of protection. They also proposed that lectures be held in schools as well as different media campaigns conducted.

There is also a number of answers that speak of the need to improve various security measures in the society (for example, border control, higher level of police presence in the streets, more efficient work of security services, fight against corruption etc.), and the need for a stricter sanction of persons who perpetrate crimes related to trafficking in human beings.

As an efficient model of trafficking prevention, they mentioned the need for caution, especially when young people look for employment. A smaller number of students believe that they should be permitted to carry devices for self-defence in order to protect themselves, and in connection with this, they propose to learn martial arts.

Special attention should be paid to answers which include ideas about how to remove causes of trafficking in human beings, and which speak of the improvement of the citizens' quality of life (for example, better employability), but also of the need to create social environment of quality (better protection of the poor and the young, a higher degree of citizens' activism, work towards the change of world views and the system of values etc.).

The focus groups participants have proved to be very good and motivated collaborators in making plans for human trafficking prevention, and many of them saw their participation in those discussions as a kind of education and

the awakening of interest for this undesirable and very dangerous phenomenon. Therefore, as a rule, they justifiably expect systematic, integral and recognizable actions directed at the prevention of human trafficking, with the aim of creating a safer environment of better quality in which they wish to live.

## Prevention of trafficking in youth in Croatia

**Overall objective:**

to educate high school students (with emphasis on third grades – graduating class excursions) in city of Zagreb about presence of trafficking as well as dangerous situations and risks which thoughtless departures to unknown destinations can bring, and all in accordance with tasks of National plan for the suppression of trafficking in persons.

**Long-term objectives:**

- a) To rise the level of public awareness and to influence public's regular understanding of trafficking phenomenon;
- b) To influence the trafficking prevention of youth in or out of Croatia
- c) To influence the recognition of differences between voluntarily prostitution and women's trafficking for sexual abuse
- d) To change prejudices concerning trafficking (sexist prejudices, sometimes connected with racism)
- e) To increase public sensibility towards trafficking
- f) To include and encourage local community to accept proactive approach and to engage in spreading of information as well as to educate risky groups by cooperating tightly with people active in trafficking prevention

**Short-term objectives:**

- a) To continue conducting of educational model on good practice basis through which target groups will be informed about enclosed conditions and trafficking reality
- b) To warn target groups about risks and consequences of thoughtless behavior on graduating class excursions in or out of the country
- c) To warn target groups about risks and consequences of accepting suspicious advertisements abroad
- d) To provide education and educational and promotional materials for homeroom teachers and expert personnel so they could spread relevant information
- e) To provide information for project consumers about places where they can ask and get help
- f) To contribute trafficking prevention within National plan for the suppression of trafficking in persons

***To what degree the project was realized till 31st December 2004***

All planned activities within project (in accordance with gained finances) have been realized completely. Project was conducted through three phases - preparation, implementation and evaluation. At the same time project team participated in many activities besides project activities which are directly connected with project theme, and on invitation of organizations and public institutions in Croatia who work on trafficking suppression.

***Description of achieved results*****Implemented activities:**Preparation phase:

- getting the positive opinion from Ministry of science, education and sport for continuation of program implementation in high schools in City of Zagreb;
- exchange of experiences and materials with other NGOs and associations within similar projects;
- improvement of interactive lectures in accordance with evaluation and project consumers' proposals from 2003;
- making terms arrangements for interactive lectures for students of *School for Midwives*, *III. Economic school* and *School for installation and metal construction*;
- making arrangement for professional upgrading lecture in School for nurses Vrapce on subject *trafficking*;
- making terms arrangements and organizing workshops in *School for Midwives* and *III. Economic school* for interested students with subject *"Human rights - trafficking as a violation of fundamental human rights"* on the occasion of International day of human rights;
- theoretical organization of workshop;



<ul style="list-style-type: none"> <li>→ theoretical organization of professional lecture;</li> <li>→ additional fundraising for the project;</li> <li>→ editing and reprinting of informational and educational project materials so called "plain (2100 pieces).</li> </ul> <p><u>Implementation phase:</u></p> <ul style="list-style-type: none"> <li>→ presenting of project and educational model on seminar <i>"Education about prevention of trafficking in human beings in high schools"</i> organized by IOM- International Organization for Migrations and Ministry of science, education and sport, held in April 2004 in Zagreb;</li> <li>→ conducting five interactive lectures with theme <i>Prevention of trafficking in youth in Croatia</i> in School for Midwives for students of third and fourth grades;</li> <li>→ conducting five interactive lectures with theme <i>Prevention of trafficking in youth in Croatia</i> in School for installation and metal construction, for students of fourth grades;</li> <li>→ conducting five interactive lectures with theme <i>Prevention of trafficking in youth in Croatia</i> in III. Economic school, for students of third grades;</li> <li>→ conducting two workshops with theme <i>"Human rights - trafficking as a violation of fundamental human rights"</i> for students from pupil's hostel of School for Midwives;</li> <li>→ conducting two workshops with theme <i>"Human rights - trafficking as a violation of fundamental human rights"</i> for students of fourth grades from III. Economic school;</li> <li>→ conducting professional upgrading lecture in School for nurses Vrapce on subject <i>trafficking</i>;</li> <li>→ participants of workshops made works on subject <i>"Human rights - trafficking as a violation of fundamental human rights"</i> and presented them in school premises on the occasion of <i>International day of human rights</i>;</li> <li>→ marking the International day of human rights on Zagreb's Cvjetni trg organized by Governmental office for human rights.</li> </ul> <p><u>Evaluation phase:</u></p> <ul style="list-style-type: none"> <li>→ project team evaluated itself and the project at the only beginning through SWAT analyze;</li> <li>→ during implementation working plan and activity book was kept in order to measure (monitor) development and result of project activities;</li> <li>→ after each conducted activity effectiveness, efficacy and impact of what was done were evaluated;</li> <li>→ quality of project conducting was also shown by number of activities in which project team was included on the invitation of relevant ministries and organizations which are working on trafficking: <ul style="list-style-type: none"> <li>- on the invitation of IOM and Ministry of science, education and sport we presented activities, ways of work and project results to supervisors of preventive programs from Croatian high schools, through seminars <i>"Education about prevention of trafficking in human beings in high schools"</i> in Zagreb and Karlovac, October 2004.</li> <li>- delivered the lecture on <i>"Usefulness of production and distribution of materials for the sensibilization of potential victim of trafficking in human beings"</i> upon the invitation of Ministry of Interior and IOMN to the <i>"Seminar Suppression of the Trafficking in HB especially women and Children"</i> in November 2004, in Pula,</li> </ul> </li> <li>→ students evaluated lectures in schools by answering written questionnaire;</li> <li>→ Lectures were also evaluated by professional school staff by giving their opinion on efficiency and impact of lectures on students;</li> <li>→ student evaluated workshops with "Target" as a method of evaluation;</li> <li>→ students who participated on workshops marked International day of human rights by making posters and messages using different techniques (drawing, writing...) and visual tools;</li> <li>→ at the end of project students who participated on workshops got letter of thanks for their contribution to the project as well as CDs with workshops photographs and photographs of their works.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>→ Available informational, promotional and educational materials for the target groups (2100</li> <li>→ Aroused consciousness of students, their families, teachers, principals and public about possible danger from trafficking in human beings (cca 500 students, teachers and school expert expert stuff);</li> <li>→ School staff involved in trafficking prevention (4 high schools in Zagreb);</li> <li>→ Better understanding and recognizing voluntarily prostitution from trafficking in human beings sexual exploitation;</li> <li>→ Increasing of self-confidence in high school population – "facing with problems of growing</li> </ul>
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**Number of project conductors:**

**experts** (name and last name)

Ivana Pražetina, aps. soc. rada

Ivana Biškup, studentica politologije  
Izidora Herold, suradnica na projektu  
Tomislav Kraljevic, dizajner  
Zorana Uzelac, dipl. soc. radnica  
Zora Raboteg Šaric, dr. sc. (Institut za društvena istraživanja)  
Sanja Mikleušević, novinarka HTV - a

**volunteers** (number)

2

**Have you cooperated with other NGOs in country or abroad?**

(zaokružite)

YES

NO

**If "YES", name them**

With IOM project team exchanged information, experience and different educational and informational materials about trafficking.  
Within IOM's project, our project team conducted surveys about trafficking in chosen high schools of City of Zagreb and Samobor. Gained data were framework for school book about prevention of trafficking in human beings.

**Have you ensured other sources of funding for project implementation, besides approved Government funds?**

YES

NO

**If "YES", name the sources**

IOM ensured reprint of project informational and promotional materials (so called plain tickets).

**Number of project consumers**

There was about 500 direct consumers: students, teachers and school expert stuff.  
Number of indirect consumers can not be valued.

**Short description of problems that occurred during project implementation**

Very successful implementation of project in 2003 brought up to recognition of our work as quality and successful - the result was very good cooperation of our organization with other members of *National committee for the suppression of trafficking* during the year. That cooperation also open way for increasing of interest of our direct consumers for involving on project. Unfortunately, the lack of resources didn't enable possibility for increasing of number of consumers on project. Although high schools were open for cooperation about this problem more than ever before, we had quite some problems to conduct planned workshop program due to lack of given time for work with students inside the institution. That's why we think that workshops should be organize out of school premises.

### Conclusion and recommendations

The survey results about the views of high school students and their information on trafficking in human beings unambiguously indicate that measures anticipated by the National Plan for the Fight against Trafficking in Human Beings should be realised without delay, especially those that refer to education of the children and young people. It is a moral, ethical and educational social obligation directed at reducing the risk of victimisation of children and young people which is a result of this profitable international criminal activity.

Information received through focus groups has been confirmed by the quantitative scientific research, which enables us to generalize achieved results and apply them to total high school population in the Republic of Croatia. Thus, we can state with certainty that the young have been informed about human trafficking mainly through the different media, that they mainly underestimate the possibility of personal victimisation and that, as a rule, they do not know how they could protect themselves in an adequate manner. In view of the fact that parents as a source of information about trafficking were mentioned very rarely, and the ways in which they inform their children also differ, ***educational institutions seem to be the only possible sources of systematic education of good quality that will fill the existing void and remove vague areas in providing young people with information about human trafficking.*** In connection with this, goals of education on trafficking need to be identified first and then worked out on three preventive levels. On the ***first level***, the goal of human trafficking education is to provide young people with knowledge and skills that will help them to protect themselves from the risk of becoming human trafficking victims. On the ***second level***, the goal of education on trafficking in people is the understanding of a wider social context in which human trafficking takes place, with the intention to develop mechanisms that will provide adequate protection of high-risk groups of children and young people and reduce the possibility of their inclusion in the human trafficking chain (whether as participants in the organisation of trafficking, users of services provided by human trafficking victims, or victims). The goal of the ***third level*** of education on trafficking in people is education about human rights and the development of young people's value system that will contribute to the strengthening of possibility that they make appropriate decisions in complex economic, political and social circumstances, but that will also encourage the young to actively participate in the building of democratic society in which human rights are fully respected.

The first level of education about human trafficking can be organised in different ways. In any case, beginning with the 2004/2005 school year, at least one period

should be dedicated to this educational topic for all high school students.<sup>1</sup> During the class, teachers would present the problem to students, inform them about its causes, inform them about the patterns of human trafficking and measures of caution that should and can be taken. For the sake of credibility, all information should be accompanied by concrete examples, especially because high school students clearly voiced their wish to be informed about concrete destinies of human trafficking victims.

The Ministry of Science, Education and Sports should provide educational material (i.e. protocol according to which teachers would present the material during the class, but also written materials that would remain at students' disposal for additional information and to remind them of the problem). Educational materials could be prepared on video tapes as well, which would contribute to a higher level of education standardisation.

It would be desirable that such classes be organised for students of all grades and all high schools. The results of our survey show that they are also necessary for students of three-year and four-year vocational schools, especially in rural, less urban and island areas. On this level, education could be and should be accompanied by already existing advertising material intended for human trafficking prevention provided by the International Organization for Migration (Office in Croatia). Namely, the survey showed that these materials have reached a small number of the young so far, but those who saw and read them, in comparison with those who did not, have formed a more realistic and complete idea about human trafficking. Therefore, we believe that the presentation of posters and distribution of leaflets in all high school, for example, over the period of several weeks every school year, would certainly contribute to the achievement of education goals.

Even the one-time education would improve the level of information that the young have about human trafficking, but in order to secure continuity, classes dedicated to education about human trafficking should be held every school year. In the process, after providing students with information about basic facts, classes would be directed at the repetition, practice of correct reactions in hypothetic risky situations and at discussions of possible solutions to crises in which students might find themselves in the process of growing up. Preparations for such school classes may also include written educational materials, but they require a higher level of teachers' and students' creativity. Therefore it would be necessary to additionally educate a part of teaching staff in all Croatian regions to enable them to assist their colleagues who have not yet met this educational topic. They would also practice specific work techniques and ensure the active participation of the young in discussions about the topic of human trafficking.

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<sup>1</sup> It is, of course, desirable and justifiable to provide information to students of primary schools as well, but here we speak about high schools because the survey dealt with the high school population.

The second level of education and prevention of human trafficking includes an understanding of the wider social context in which the trafficking takes place and the results of our survey speak of the need to deal with human trafficking on this level, too. The results showed that many high school students wish to go abroad for at least a certain period of time, that every second student polled believes that the young are not sufficiently informed about dangers related to the process of looking for employment, that they feel insufficiently protected, and that they have a poor faith in state institutions. As regards human trafficking itself, the results indicate that the high school population includes those who are exposed to the victimisation risk to a larger degree (due to family problems, gullibility, dissatisfaction with financial situation etc.).

When outlining the second level of education about human trafficking, the starting point should be the thesis that the young intuitively recognise the need for their own positive development, which leads to the need to direct preventive programmes at the development of young people. Good preventive programmes include *work on desirable outcomes for young people* (development of identity and the field of competence such as physical and mental health, development of intellectual abilities, employment, civil, social and cultural competences), they offer *possibilities for the development* (formal and informal education, practice of skills, learning of responsibility) and *development support* (including emotional support, motivation and strategic assistance). In that sense, education about human trafficking prevention on the second level would include the following: better understanding of economic, social and political circumstances and the ways in which they influence our lives, acquiring knowledge and skills for successful resolution of problems and conflicts brought along by their age or environment, developing awareness about oneself and making personal decisions, gaining knowledge about successful communication, understanding, personal responsibility, dealing with the stress, recognizing and controlling one's own emotions etc. By implementing programmes conceived in this way in schools, we develop protective factors and at the same time reduce victimisation risks, but also the risk of active involvement of the young in the trafficking process.

This level of education and prevention of human trafficking implies team work which includes cooperation of schools with other institutions in a local community, especially with welfare centres, police, local executive authorities, health centres and non-governmental organisations. It also implies the creation of a safe and stimulating environment in schools, which contributes to open communication and the development of the above-mentioned pro-social skills. On this level, education about trafficking in human beings is connected to numerous programmes directed at preventing disturbances in the behaviour, such as prevention of violence, drug addiction etc. It would be very important to identify students who are exposed to the risk of trafficking in persons (in any role) and include them in the existing programmes in certain environments

(programmes of non-governmental organisations etc.), or encourage the implementation of programmes that might prove to be especially needed.

Certain educational contents that contribute to the earlier outlined goals, as well as to the identification of high-risk groups of children and young people can be realized in schools, relying on the educational potential of students themselves. Those educational contents can be applied within different educational subjects, in classes with classroom teachers and within different free activities (for example, journalist, informatics, art, literary or any other section). It is also possible to create a programme on the level of school according to which different educational contents will be taught as a part of different educational units.

Here are few examples that may serve to encourage students to be active and which contribute to the second level of education about human trafficking<sup>2</sup>:

- Find articles on human trafficking in local and national press!
- Contact persons who deal with the problem of human trafficking and ask them about their activities!
- Make a wall collage showing different cases and human trafficking risks!
- Discuss with your group possible provocative topics related to human trafficking!
- Talk with members of disadvantaged groups (for example, poor boy-girl, girl-boy whose behaviour is problematic) and learn about their concerns!
- Find out what international agreements have been signed by your country and what are they about!
- Find out what your Government is doing about human trafficking!
- Find out what non-governmental organisations in your country deal with the problem of human trafficking!
- Get informed about the way in which you are protected by law in the case of human trafficking!
- Find out in what parts of the world human trafficking is most widespread and in what way!
- Mark those countries on the map!
- Learn something about one of those countries and try to learn what are main sources and causes of trafficking in human beings there!
- Find out what organisations are taking some measures to deal with the problem and contact them to collect more information!
- Look for Internet web sites or publications of international non-governmental organisations or inter-state organisations about this topic (Council of Europe, UN, UNHCR etc.)!
- Make a poster or an exhibition that will draw attention to the topic of trafficking in persons!

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<sup>2</sup> The focus groups participants have shown a surprising level of ability and interest in taking part in activities of this kind.

- Create a web page that will provide information about activities taken by your class (school) with the aim of trafficking prevention!
- Form Internet discussion groups!
- Make a video clip or stage a play about human trafficking and invite parents and representatives of local authorities to see the play!
- Write a poem, play or song about this topic and read/stage/perform it publicly as part of regular school events!
- Organise a public discussion about the topic!
- Make leaflets warning about the problem of human trafficking and distribute them in the streets or mail-boxes!
- Write an article for a local and/or school newspaper!
- Become a member of existing organisations in your local community or school!
- Contact other schools or classes and other non-governmental organisations and show them your work!

Deserved attention should be paid by teachers and other students, of course, to every homework and work created by students. The attention could be paid, among other, during classes with classroom teacher, students and parents' councils or thematic gatherings that could be organised by students themselves, with teachers' support. Such work, along with the strengthening of students for efficient prevention of human trafficking would certainly contribute to the accomplishment of other positive educational functions of high schools.

The third level of human trafficking prevention through education of high school students is education about trafficking in human beings as a component of human rights education. The requirement for such an approach results from the very definition of trafficking in people, which includes violations of human rights, but also from the fact that human rights violations can be found in the background of almost any problem in the modern world: violence, poverty, economic and gender inequality, absence of authority, and trafficking itself. It is known that basic causes of trafficking in human beings are poverty, unemployment and insufficient education. We may recall here the results of our survey which show that more than half of the participants believe that men and women in our society do not have the same rights, that their idea of human rights is rather unclear and that a majority of the young recognise the need for better protection of human trafficking victims, but also of other groups of citizens whose rights are not sufficiently respected. All the above-mentioned ties in with the survey results which show that young people is aware of insufficient information available, that they recognise injustice which surrounds them and that they expect a higher level of justice and fairness (proposals for stricter sanctions against perpetrators of human trafficking crimes, higher police presence in the streets, better implementation of laws etc.).

These expectations of the young can be met through a more systematic approach to human rights education, as the first step in the preparation of the

youth for an active and responsible life. Thus, the tasks of educational work on the prevention of human trafficking can be divided in two directions. The first one is assistance to the young to become capable of recognising inequality, injustice, racism, stereotypes and prejudices, and the second one is to provide knowledge and skills that will help young persons to adequately react to the above-mentioned phenomena. The mentioned goals can be achieved through:

- promotion of awareness and understanding of topics related to human rights so that students recognise human rights violations (with special emphasis on gender equality);
- development of skills necessary for the protection of human rights; and
- development of attitude of respect for human rights to prevent students from violating them.

The educational content dealing with human trafficking elaborated in this manner implies making plans, but also a decision of the Teaching Council that will imply readiness of the teaching and other professional staff to include human rights education into the programme of their annual activities. This approach further implies the creation of school environment in which human rights are respected and promoted to a maximum degree. In connection with this, to be successful in achieving goals and tasks set in this educational content, the awakening of appropriate interest of the young people for these topics is of key importance, as well as the use of empirical learning. The mentioned task can be achieved if educational activities are thought out in the manner based on their needs, preferences and capabilities. Characteristics of educational process worked out in this way are:

- orientation towards learning and participants;
- it refers to the study of life skills;
- it is based on individual and group study;
- it is integral and oriented towards the process (students unburdened by the grading process learn faster, they are more spontaneous and sincere);
- it is based on experience and action.

The last but not the least characteristic of this educational content is its true importance for the local and wider communities, in the sense of education of young people for the role of an active and responsible citizen.

Here is a brief outline of several techniques of group work, i.e. work in workshops that may be used in educational contents dealing with the prevention of human trafficking in the context of human rights education:

- **Brainstorming**

Brainstorming encourages students to come up with ideas and to hear numerous other ideas. By application of this technique it is possible to quickly compile a list of ideas necessary for the resolution of problem. All the ideas are written down, without evaluation. After that, ideas supported



by the entire class are selected until the final idea is decided on (for example, activities to mark International Human Rights Day).

- **Discussions, talks, confrontation, conference**

Through discussions students learn that other people can have different opinions, that they have the right to speak, see, feel and think differently. They will learn that they have the right to confront opinions and defend their positions, and, in the process, continue respecting a person who is different from them. At the same time, students learn how to explain and analyze their own opinions and views. The discussion can be encouraged by means of newspaper articles, posters, films, TV shows, case analyses and in other ways. The work in small groups can be applied, too. In that case, joint positions of small groups are presented to a large group (the entire class).

- **Work in small groups**

This method encourages all students to active participation; three to five students jointly work on a task (for example, putting together an information leaflet on human trafficking). After completing the task, a representative of the group presents to the whole class the way in which the group worked as well as the product made.

- **Ranking**

This method is used with the aim of receiving specific information or with the aim of encouraging focused discussions in small groups. It is necessary to prepare cards with certain statements or claims about the topic that will be discussed. Group members discuss the statements and rank them according to their importance, from the most to the least important. When human trafficking is the topic, for example, a manner in which a job can be found abroad could be discussed including challenges, obstacles, dilemmas and dangers.

- **Role-playing (drama techniques)**

Being in someone else's shoes for at least a short time helps to develop empathy and see the situation from a different angle. Drama techniques bring situations from various aspects of real life into the classroom. It is possible to play the roles, for example, relating to a situation when a young girl has a fight with her parents and wish to leave home and then spots an interesting advertisement in the newspapers.

- **Stimulation and imitation games**

Simple games of stimulation and imitation of real life situation make the reality simpler. In fact, it is a game in which roles are played by all students. Stimulations require a certain level of emotional involvement, which contributes to better understanding of different situations and human behaviour in those situations. After the stimulation, it is very

important to talk about the feelings of participants, about what made them chose certain forms of behaviour etc. As a part of the work on the prevention of trafficking in human beings, it is possible, for example, to act out the meeting of a girl with a potential “employer” in her country or abroad.

- **Making of posters, leaflets and brochures**

It is sometimes motivating if students make leaflets, brochures or posters to say what they know or wish to inform others about. This can be done individually or in groups. Advantages of the individual work include the possibility of expressing in case of students who have difficulties with verbal expression. The advantage of group work is a lesson about fellowship and cooperation. Different techniques can be applied in the process (drawings, newspaper clippings, cartoons, caricatures etc.). Afterwards, an exhibition can be put up somewhere in the school.

- **Films**

This is a very popular medium among the young, so films can serve as a good introduction for different discussions.

- **Newspapers, radio, television, Internet**

Students may themselves follow a certain phenomenon themselves and prepare materials for the group work on which the discussion will be based. The discussion may include the manner in which something is presented, stereotypes, prejudices etc.

- **Film-making and photography**

Through photography and film-making, young people may express their opinions without barriers and prejudices.

These last two techniques of group work especially contribute to youth activism, i.e. to their active participation in the creation of educational process. Activism is especially valuable in this educational sphere because the knowledge of human rights and information about human trafficking do not automatically lead to the respect for those rights or their violations. In addition, no matter whether we personally respect or violate those rights, we live in the world in which the education of young generations alone will not contribute to the absolute respect of those rights worldwide, at least not soon. Young people are also aware of that, which sometimes undermines our efforts. Therefore, it is very important to encourage the young to take concrete actions against human rights violations because the realization that they can contribute to changes has a very strengthening, encouraging and motivating impact. However, this level of activity is much more demanding; it can be achieved by establishing stronger ties between schools and non-governmental organizations that are active in a local community, i.e. by encouraging young people to establish, with teachers' support, an organization that would deal with the promotion of human rights.